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ABSTRACT

This document presents a plan for the further desegregaion of the University System of Georgia. Part A, a description of the plan, covers the University System of Georgia governance; organizational responsibilities for development and implemention of the plan; structure and role of university system institutions; desegregation of the University System of Georgia; policies related to student recruiting, financial aid, and retention; faculty recruitment and advancement; university system appropriation and institutional allocation procedures; and physical plant and campus development. Part B reports projected critical actions. Emphasis is placed on resources, impact studies, institutional roles and curriculum duplication, student recruitment, retention of black students, discrimination within individual institutions, desegregation of faculty and staff, programs to increase the number of black faculty and staff, state-level monitoring, and university system projections and goals. (MJM)

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A PLAN FOR THE FURTHER DESEGREGATION OF THE UNIVERSITY SYSTEM OF GEORGIA

Submitted to:

Office of Civil Rights
Department of Health, Education and Welfare
Washington, D.C.

June 1, 1974

HE 005 581

U.S. DEPARTMENT OF HEALTH
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A PLAN FOR THE FURTHER DESEGREGATION OF THE UNIVERSITY SYSTEM OF GEORGIA

INTRODUCTION

This document, together with all supportive materials, is provided in response to the letters of Mr. Peter Holmes, Director, Office for Civil Rights, Department of Health, Education, and Welfare, dated November 10, 1973 and April 26, 1974. It represents a plan detailing specific additional steps which will be taken by the University System of Georgia in its efforts toward the achievement of full desegregation of the University System. It should be considered a complete entity in itself, and all previously dated materials are officially withdrawn.

This document, prepared under the direction of the Regents of the University System of Georgia, represents a single comprehensive statewide plan involving all aspects of University System institution operations, including special organized activities such as agricultural and engineering extension, agricultural and engineering experiment stations, and marine research. All policies and procedures described are applicable on a System-wide basis. However, specific reference is made to unique opportunities and problems of individual institutions where such reference is felt to be informative.

This Plan is divided into two major sections for purposes of clarity. Part A, which consists of selected materials from the previously submitted document, dated February 13, 1974, presents an outline of the broad governance and policy structure of the University System together with a historical perspective of those procedures and programs which relate to System desegregation. The signigicant progress achieved through application of the general policies and procedures esented in Part A is perceived to

form the nucleus for further rapidly accelerating progress during the period covered by this Plan.

Part B presents a description of specific planned future actions as distinct from established programs or activities. The organization of Part B is structured so as to correspond with the "critical actions" outlined in the April 26, 1974, letter of Mr. Holmes.

Selected resource materials developed at the individual institution level and by the Regents' Staff are presented as a supplement to this Plan. These supplemental materials should not be considered as all inclusive in coverage but rather as indicative of the objective and subjective factors involved in detailed Plan preparation and implementation.

All materials submitted in this document are prefaced by the specific observation that the University System is neither now nor has been in recent years operated in a manner discriminatory toward any minority group. All institutions operate with entrance requirements designed to meet the specific academic needs of the institution and apply those requirements without regard to race, color, religion, sex or national origin of the applicant. Students disadvantaged in either a material or educational sense are provided with financial aid and remedial studies programs designed to compensate to the greatest extent possible for their previous conditions. Faculty, professional staff and support personnel are all recruited, hired, and advanced under the basic precepts of positive affirmative action. University System building programs have been accomplished with the specific objective of meeting the needs of all the citizens of the state of Georgia, and a thorough study of construction patterns will show that they are nondiscriminatory in nature. In summary, good faith action has been, and is being practiced, in all aspects of the operations of the University System of Georgia.

The Board of Regents recognizes that it has more than a legal responsibility in its efforts to contribute to the achievement of true desegregation of the University System of Georgia. Continuing Board contributions to the resolution of subtle, often ill-defined problems of discrimination both within and external to the System will be made on a comprehensive basis.

Subsequent sections of this Plan will provide a detailed discussion of University System of Georgia governance, organizational responsibilities for development and implementation of this Plan, the structure and role of University System institutions, current policies and processes relevant to continued desegregation of the University System, "critical actions" designed to both complement and extend present practices, and a projection of expected results together with the supporting rationale for such projections.

Part A

THE STRUCTURE AND IMPACT OF
ESTABLISHED POLICIES AND PROCEDURES
ON UNIVERSITY SYSTEM DESEGREGATION

I. UNIVERSITY SYSTEM OF GEORGIA GOVERNANCE

The design, development, and projected implementation of this desegregation plan are facilitated greatly by the governance structure of the University System of Georgia. This section presents a detailed outline of that governance structure together with selected examples of the coordinating processes realized through its operation in specific program and policy areas.

A. Board of Regents of the University System of Georgia

The University System of Georgia is composed of four institutions of university level, twelve senior colleges, and fourteen junior colleges. One additional junior college is currently under construction and is scheduled to open in September, 1974, and one junior college is currently in the site acquisition phase of development. The University System is governed by a single fifteen member constitutional body -- the Board of Regents.

1. Creation of the Board of Regents

The Board of Regents of the University System of Georgia, a corporation, was created in 1931 by an Act of the General Assembly to govern, as one body, all state institutions of higher education (Georgia Laws 1931, pp. 7, 20). In 1943, the Board of Regents became a constitutional body (Article VIII, Sect. IV, Paragraph 1, Constitution of Georgia). The Constitution vested in the Board the responsibility for the "government,

control, and management of the University System of Georgia and all of its instituttions". The Board is the only legal entity for all of the institutions which comprise the University System.

2. Membership

The Constitution of Georgia provides that the membership of the Board shall consist of one member from each of the ten Congressional Districts in the State, and five additional members from the State-at-Large, appointed by the Governor and confirmed by the Senate. The term of appointment of each Regent is seven years. Terms of the members of the Board of Regents are staggered or overlapping so that the terms of only two members expire each year, except that the terms of three members expire at the end of any seven-year period.

A tabulation of the Board membership since 1953 is given in the Supplement. It will be noted that the first black member of the Board was appointed by the Governor in May 1973. His appointment and that of two additional members appointed by the Governor in 1974 were confirmed during the 1974 legislative session.

3. Powers of the Board

Under its general powers provided by law, the Board is authorized: (1) to make such rules and regulations as are necessary for the performance of its duties; (2) to elect or appoint professors, educators, stewards, or any other officer necessary for all of the institutions in the University System, to discontinue or remove them as the good of the System or any of its schools or institutions or stations may require, and to fix their compen-

sation; (3) to establish all such schools of learning or art as may be useful to the State, and to organize them in the way most likely to attain the ends desired; (4) to exercise any power usually granted to such corporation; necessary to its usefulness, which is not in conflict with the Constitution and laws of this State. (Acts 1931, pp. 7, 24.)

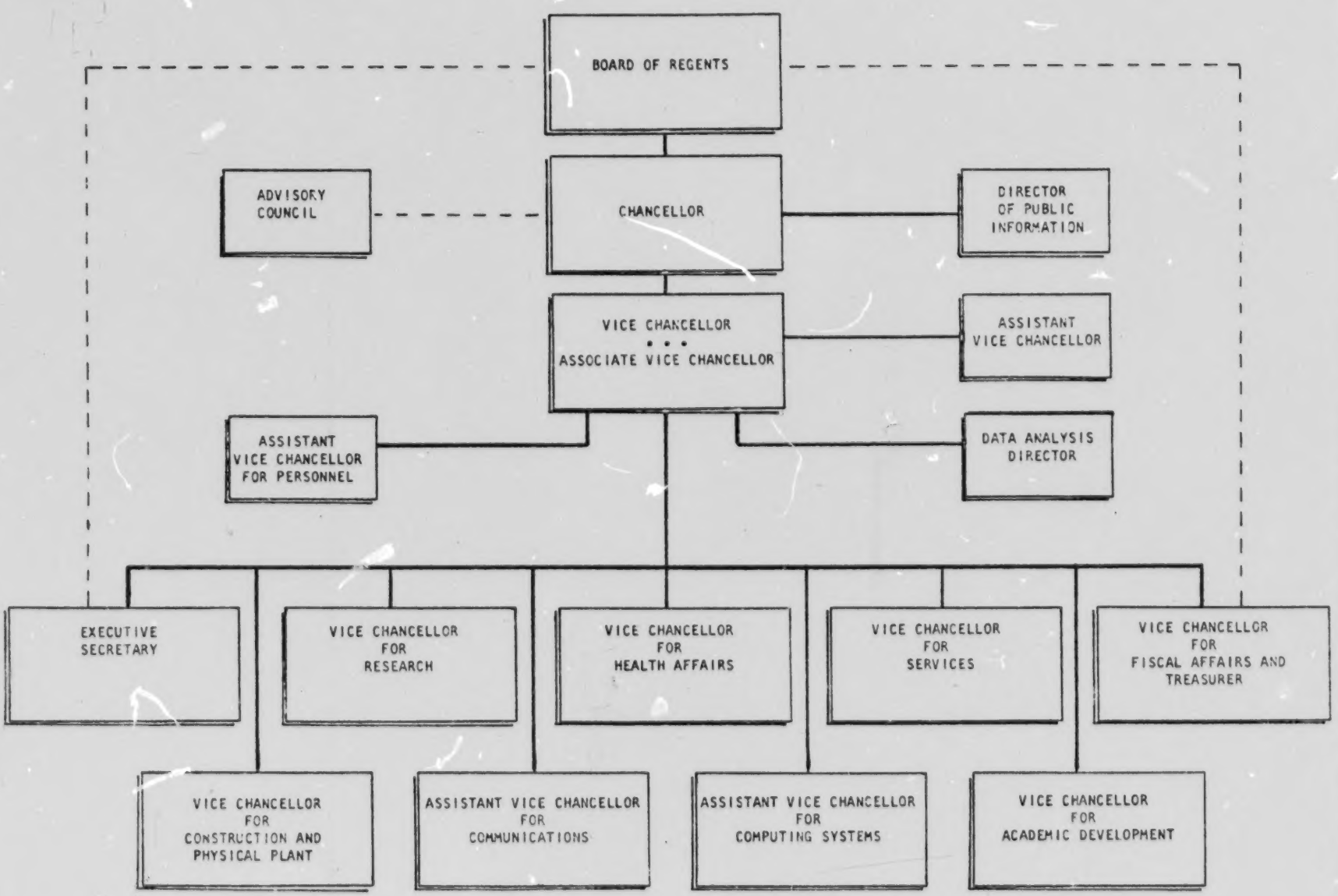
Under other powers provided by law, the Board is authorized: (1) to consolidate, suspend, remove, and/or discontinue institutions, merge departments, inaugurate or discontinue courses, and abolish or add degrees; (2) to sell, lease, or otherwise dispose of property held by the Regents; (3) to take by condemnation private property for public purposes of the University System upon paying or tendering just compensation; and (4) such other powers provided by law and the Constitution.

B. Regents' Office Staff

The Chancellor, who serves as the chief administrative officer of the University System, is responsible for the implementation of all policies established by the Board of Regents. The Chancellor is also responsible for the day to day operations of the University System, and he accomplishes this function with the assistance of an administrative staff illustrated by the Departmental Organization Chart of Figure 1.

It will be noted from the Organization Chart that responsibility for specific functional areas is divided among designated Vice Chancellors with specific competence in the functional area. The work of these designated Vice Chancellors is coordinated by the Vice Chancellor and Associate Vice Chancellor. Responsibility for and

FIGURE 1
DEPARTMENTAL ORGANIZATION CHART
REGENTS CENTRAL OFFICE



authority in specific, well-defined areas is, therefore, clearly established.

C. Institutional Administrative Role

The institution represents the primary organizational unit in the University System structure. As a consequence, a major management responsibility vests in the president of each individual institution. The president has broad authority with regard to all institutional operations, including faculty and staff employment, and exercises that authority subject only to the policies and directives of the Board of Regents and the Chancellor.

The president is assisted in internal institutional administration by a staff appropriately structured to meet the specific management requirements of the institution.

Faculty committees of various types provide additional professional input to the decision-making processes, especially in those areas related to academic programs and faculty recruitment.

In summary, each institution operates subject to broad Board policy in a manner characterized both by its specific assigned role and mission within the University System and by local needs and conditions in its normal area of student recruitment.

D. The University System Advisory Council

An important adjunct to the Board of Regents in the policy-making procedure is the University System Advisory Council. Voting membership on the Council includes the Chancellor, the Vice Chancellor, and the presidents of all institutions in the University System.

Meetings of the Advisory Council are held quarterly.

The Council makes recommendations to the Chancellor, and through him to the Board, regarding all academic and administrative aspects of the operation of the University System.

The University System Advisory Council has 21 academic committees and eight administrative committees, representing major fields of study and administrative functions in the System. Each committee includes representatives from institutions of the System, designated by the presidents except as otherwise provided. Committee recommendations formulated at meetings are made to the Advisory Council for consideration.

The academic committees, each of which meets at least once each year, are: Biological Science; Business, Industrial Management, and Economics; Chemistry; Computer Science and Systems Analysis; Criminal Justice; English; Fine and Applied Arts; Foreign Languages; Geological Sciences and Geography; Health Professions; History; Home Economics; Libraries; Mathematical Subjects; Physical Education and Recreation; Physics; Political Science; Psychology; Sociology and Anthropology; Special Studies; and Teacher Education.

The administrative committees, which meet as required to handle matters in their respective areas, are: Academic Affairs; Business Affairs; Extension and Public Service; Graduate Work; Records and

Admissions; Research Administration; Student Affairs; and Transfer of Credit.

In addition to the regular academic and administrative committees, ad hoc committees are named as needed to deal with special matters.

E. Examples of the Coordinating Process

An understanding of the University System of Georgia governance structure can, perhaps, be conveyed best through illustration. A typical example, originating from a single institution, would be the approval and introduction of a new academic degree program. Faculty members on the individual campus would perceive a real or apparent need for such a degree program and would prepare a request to their president, seeking approval. The president and appropriate faculty members would work in cooperation with the Vice Chancellor for Academic Development to further assess this need in the context of the University System. Assuming that such preliminary discussions appear promising, the institution would prepare a detailed proposal for such a program, including all relevent academic and resource factors. This proposal would be submitted by the institutional president to the Chancellor for further evaluation. The Vice Chancellor for Academic Development is responsible for the proposal review, and for such purposes, utilizes the services of other staff members and other required System or non-System academic or professional personnel. At such time as the proposal appears in completely acceptable form, the Chancellor makes an appropriate recommendation to the Board of Regents for its consideration. The Board then may either approve, disapprove, or defer action on the recommendation. In the case of approval, the Vice Chancellor for Academic Development follows the implementation of the program.

The development of the University System Special Studies Program represents an alternative System-wide activity. Details of this program are presented in a subsequent section. However, from

an administrative point of view, it can be noted here that the implementation of the program resulted from detailed discussions, involving presidents and other administrative and academic persons from all institutions, acting under the leadership of a Regents' Office staff member. A detailed recommendation was prepared for approval by the Chancellor and for his subsequent recommendation to the Board of Regents. Implementation of the ensuing Board Policy is the responsibility of the Chancellor.

II. ORGANIZATIONAL RESPONSIBILITIES FOR DEVELOPMENT AND IMPLEMENTATION OF THIS PLAN

A. Plan Development

As described in the previous section, the ultimate responsibility for and authority over the University System is vested in the Board of Regents. The development of this Plan has been, therefore, under the direct guidance of the Board of Regents, and the detailed elements of the Plan have been evaluated and approved by the Board.

The detailed direction for plan development has been provided by the Chancellor, with day to day coordination being the responsibility of the Associate Vice Chancellor. All key staff persons in the Regents' Office have provided advice and counsel together with input information from their specific areas of functional responsibility. The Vice Chancellor for Services, an experienced educator and former President of a predominantly black institution, was extensively involved in the analysis of plan elements.

Ideas, information, and insight were obtained from the presidents of each of the University System institutions. These presidents, in turn, derived support from their institutional administrative, academic, and affirmative action personnel. Presidents of the three historically black institutions and the presidents of the proximate predominantly white institutions were involved to an extensive degree.

Additional insight helpful in the development of this Plan was derived from the efforts and attendant documentation of several groups outside the governance structure of the University System.

In summary this Plan was developed through the efforts of appropriate individuals from throughout the University System and has been approved by the Board of Regents.

B. Plan Implementation

The Chancellor will be administratively responsible for the overall implementation of this Plan. Day to day activities will be delegated to the Assistant Vice Chancellor for Personnel acting under the supervision of the Associate Vice Chancellor. Institutional presidents will have the responsibility for plan implementation on their individual campuses, and they will provide such reports as are necessary to the Assistant Vice Chancellor for Personnel to insure that full and effective implementation is achieved. Details of Plan implementation and reporting structure are presented in Part B.

The implementation of those plan aspects requiring substantial funding rests primarily upon the good faith commitment of the Board of Regents. As indicated in an earlier section, the Board of Regents is charged with the management, operation, and control of the units of the System. The Board is dedicated to a continual upgrading of all institutions of the System, both in terms of physical facilities and academic program quality.

It should be noted that each fiscal year must stand alone. No Legislature can bind a succeeding Legislature. Under the Constitution of the State of Georgia, no funds may be appropriated except estimated income and surplus that lapse. Any funds that are on hand at the end of the fiscal year that are not contractually obligated must lapse to the State Treasury. It is, therefore, not possible for any institution or the Board of Regents to carry forward funds from one year to the next, except under the condition stipulated above.

The preceding technicality is largely obviated by the fact that the Legislature has made historically a financial commitment to the System in significant terms. The state appropriation for the University System has increased from $38,887,000 in 1963 to $251,618,041 in 1974. The Board of Regents will continue to seek support from the Legislature to place the University System within the realm of support of the best of higher educational systems in the South. Details of the System appropriation and institutional allocation processes are presented in Part IV, E.

C. Progress Reports

The Regents' Office will be provided with institutional quarterly reports in the areas of student enrollment, faculty and staff composition, fiscal affairs, and physical plant. These and related data, which comprise the nucleus of the present University System management information system, will be interpreted in the context of the objectives of this Plan. These data are expected to reflect significant changes only on an annual basis as a consequence of the operating patterns of institutions of higher education. An annual summary report of these data will be provided to the Department of Health, Education, and Welfare in a format to be specified by that agency.

Semiannual reports will be submitted also, detailing activities in the subjective areas of program and institutional development to the extent that such activities impact upon desegregation efforts conducted under this Plan.

III. STRUCTURE AND ROLE OF UNIVERSITY SYSTEM INSTITUTIONS

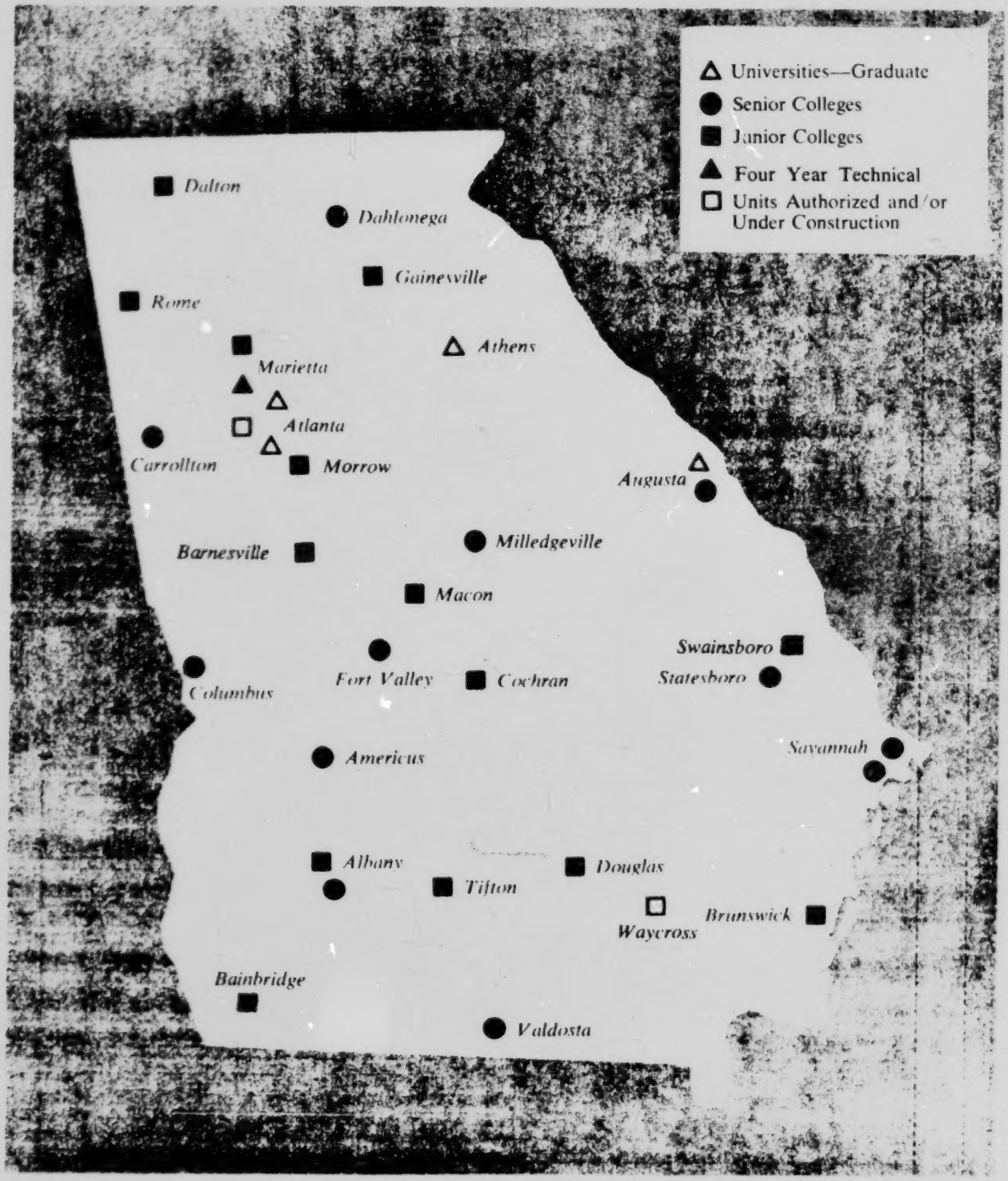
A major policy consideration underlying University System of Georgia planning and management decisions has been the differentiation of institutional function within the System. This concept has resulted in a limited number of university-level institutions, the maintenance of a senior college system, and the establishment of a geographically accessible junior college system.

A. University System Structural Characteristics

Associated with the concept of differentiated institutional function is the evolvement of Regents' policy during the 1960's to establish a geographically dispersed system of public higher education. The general features of this dispersion are indicated in Figure 2 and Table A. The dispersion policy is based on long range goals to provide opportunity for comprehensive education beyond the high school for all Georgia citizens, with an ultimate objective being the provision of at least two years of college, within reasonable commuting distance, of all who want to go to college. The change in numbers of students attending the three basic categories of institutions reflects the movement toward achieving this objective. In 1960 there were 1,764 students attending the three junior colleges out of a total System enrollment of 30,686. This represents 5.8 percent of the total enrollment. By 1973 there were 18,487 students attending fourteen junior colleges. This represented 16.9 percent of the total enrollment. The current and projected System enrollment "mix" is as follows:

FIGURE 2

The University System of Georgia[18]



GRADUATE INSTITUTIONS

Georgia Institute of Technology	Atlanta
Georgia State University	Atlanta
Medical College of Georgia	Augusta
University of Georgia	Athens

SENIOR COLLEGES

Albany State College	Albany
Armstrong State College	Savannah
Augusta College	Augusta
Columbus College	Columbus
Fort Valley State College	Fort Valley
Georgia College	Milledgeville
Georgia Southern College	Statesboro
Georgia Southwestern College	Americus
North Georgia College	Dahlonega
Savannah State College	Savannah
Valdosta State College	Valdosta
West Georgia College	Carrollton

JUNIOR COLLEGES

Abraham Baldwin Agricultural College	Tifton
Albany Junior College	Albany
Bainbridge Junior College	Bainbridge
Brunswick Junior College	Brunswick
Clayton Junior College	Morrow
Dalton Junior College	Dalton
Emanuel County Junior College	Swainsboro
Floyd Junior College	Rome
Gainesville Junior College	Gainesville
Gordon Junior College	Barnesville
Kennesaw Junior College	Marietta
Macon Junior College	Macon
Middle Georgia College	Cochran
South Georgia College	Douglas

AUTHORIZED FOR FUTURE CONSTRUCTION

Atlanta Junior College (scheduled to open Sept. 1974)	Atlanta
Ware County - Junior College	Waycross

Type of Institution	% of Total System Enrollment Fall 1960	Fall 1973	Fall 1980
University	58.6	47.0	40
Senior College	35.6	36.1	38
Junior College	5.8	16.9	22
Total	100.0	100.0	100

The higher education concept outlined here may be depicted as a pyramid, the broad base being provided by community junior colleges, the intermediate level represented by degree-granting state colleges and undergraduate university programs, and the apex consisting of highly specialized and professional instruction and research. The following paragraphs provide a summary of the basic role and function within the University System of each of the three types of institution. Detailed programmatic information is provided in Part B.

B. Institutional Role Definitions

1. Universities

The university level institutions provide opportunities for students to pursue work toward doctorates and other advanced degrees. They also provide a wide variety of resources for use by all segments of education, including other institutions of higher education, and other segments of society, including business and industry. The majority of the research and state-wide public service programs are conducted through these institutions. The general policy followed by the Board of Regents in allowing the establishment of graduate programs is in accordance with these guidelines: (1) The University of Georgia develops the doctoral program in disciplines where there can be demonstrated a need for

personnel, where financial resources are available to support the program, and where faculty are available or can be recruited to assure high level competence in offering the doctoral program; (2) The Georgia Institute of Technology places principal emphasis in the areas of engineering with additional doctoral programs offered in such supporting and related areas as the sciences, mathematics, psychology, and industrial management; (3) Georgia State University offers the doctoral program in education, business, and economics, and such arts, humanities and social science programs as are considered important and essential to serve the educational business and governmental areas of the growing Atlanta region; (4) The Medical College of Georgia emphasizes the Doctor of Medicine, Doctor of Dental Medicine professional degrees with encouragement for strengthening the biological sciences important in supporting the medical and allied health sciences.

2. Senior Colleges

The senior colleges of the University System function as regional institutions and offer graduate degree programs below the doctoral level, in addition to offering undergraduate degree programs. About 80 percent of the graduate enrollment at these institutions is in teacher education programs. The large number of offerings beyond the undergraduate level in education is in response to demands from the various specialties required in the teaching profession.

The primary role of the senior colleges continues to be to provide a four-year education for students seeking baccalaureate degrees. The student bodies of the senior colleges include, in

addition to the large numbers of students who enter as freshmen, an increasing number of students who transfer from other institutions -- particularly from junior colleges. The expansion of the senior colleges and the continued improvement in the quality of their academic programs help to make possible the orderly growth of the junior colleges by ensuring that ample opportunities exist for junior college graduates to continue their education.

The expansions and improvements at the senior colleges also have enabled these institutions to accommodate large numbers of students who otherwise would have been dependent upon the universities for undergraduate education. This has helped the universities to devote an increasing percentage of their resources to graduate work, research, and public service.

3. Junior Colleges

The junior colleges offer two-year college transfer and career programs leading to associate degrees and two-year and one-year career programs leading to certificates.

The college transfer associate degree programs are designed for students who plan to continue their education at senior colleges, professional schools, and universities upon graduation from junior colleges. Inter-institutional student transfer is facilitated by a coordinated core curriculum developed by all System institutions acting under the direction of the Regents' Office staff.

The career associate degree programs are designed to prepare students to begin employment immediately upon graduation from junior colleges; they also offer opportunities for working people to obtain degrees while continuing full-time or part-time employment. These

programs are offered in such fields as agricultural equipment technology, criminal justice, dental hygiene, nursing, and secretarial science. Several of the junior colleges in recent years have added to their traditional career programs a number of vocational-technical career programs. These programs are closely coordinated with the State Department of Education which operates Georgia's vocational-technical school system.

IV. DESEGREGATION OF THE UNIVERSITY SYSTEM OF GEORGIA

A perspective of the overall University System management and planning process, as provided in the preceding section, is necessary in order to effectively discuss the role of providing equal opportunity for students and employees. In making plans for the University System, the Board of Regents during the sixties and early seventies, had clearly in mind the fundamental directions along which it was desired to move the System. At the same time, the Board has had of necessity to be flexible and adaptive to new events and needs; to the availability of resources; and to increasing wisdom. This section will enumerate some of the more salient results achieved and will describe the framework of University System policies within which the established desegregation processes continue to function. It should be noted that Part B presents those projected future "critical actions" which are designed to complement and extend established procedures and processes. A comparison of the overall progress during the period 1965-72 with the current year indicates the accelerating nature of the success of established procedures and processes.

A. Historical Perspective

The integration of the institutions of the University System of Georgia is a steady, occasionally difficult, process that is moving well and soundly, with due regard for the educational and human issues involved. As might be expected, the pace varies through time and among the 30 institutions. But the overall movement is clearly reflected in the statistics of recent years.

1965 - 1972

In 1965 there were 454 minority students at the various institutions. This represented 0.9% of the total enrollment of 52,364. In 1969 this had

increased to 2,305 minority students out of a total of 83,281 students, or a 408% increase during the four-year period. During the Fall Quarter of 1972, there were 6,692 minority students on the various campuses. This represented 6.3% of a total enrollment of 105,892 students, or an increase of 190% over 1969 -- a period during which total enrollment increased by 27%.

The 15 minority faculty members on the various campuses in 1965 represented 0.6% of the total faculty of that date of 2,564. By the year 1969, monority faculty had increased to a total of 92 out of the System total 5,210 faculty members, and in 1972 the total System faculty of 6,299 contained 319 minority faculty members. It will be noted that this increase in minority faculty present in 1972 represented a 246% increase above the 1969 level, while the total faculty increased by only 21% during the corresponding period.

It is significant to note that of the total black enrollment increase of about 6,500 during this period, some 2,300 black students were added to the total enrollment of the three predominantly black institutions, while the remaining more than 4,000 occurred in the predominantly white institutions.

Percentages alone are insufficient in the analysis of the impact of increasing minority enrollment on character of the University System institutions. Special note should be taken of the fact that in 1972, in seven of the predominantly white institutions, minority enrollment exceeded 10%. These institutions differ widely in size, type and geographic location. They range, for instance, from Georgia State University in downtown Atlanta

There has been a formal and intense effort in recent years to present the programs of all institutions of the University System to high school students of all minorities. For example, the PROBE Program described in a later section, covering all high schools in the State, reaches all potential college students on an organized state-wide basis. Members of minority races have been routinely employed in these recruiting efforts. This Program, sponsored by the Georgia Education Articulation Committee, involves all high schools and all private colleges and universities.

Almost equal in importance to the recruitment of minority students is the retention of those students once they arrive on a campus. It is essential that an environment be provided which is conducive to development both academically and socially. A later section directs attention to an outline of the programs of developmental studies designed specifically to assist the poorly-prepared entering student.

Student involvement in other aspects of campus life has been highly varied. A review of minority student extracurricular involvement reveals black student participation in campus activities such as student newspaper participation, involvement with integrated residence hall housing and activities, the conduct of lead and supporting roles in many drama productions, athletic participation, participation as cheerleaders, designations as being among the best-dressed on campus, involvement with musical organizations, and honorary society memberships. This general pattern of activity exists in all University System institutions.

Data have been cited that show a substantial increase in minority faculty on all campuses. Overall, the increase has been

with 1,785 minority students (10.1%) to South Georgia College in the small, south Georgia town of Douglas with 175 minority students (13.1%). These totals and percentages are based on head count of students present on the campuses. Detailed analysis would indicate that a substantial number of the minority students attending Georgia State University attend that institution on a part-time basis. This pattern is typical of Georgia State's total student body inasmuch as it is a large urban university providing an opportunity for post-secondary education to persons who normally can have access to college level work only in conjunction with appropriate employment. These two examples of increases and proportions in minority student enrollment, appearing in a short time in radically different locations and situations, clearly indicate two things: (1) that the Board of Regents has an established and understood policy of encouragement of all students to attend all institutions, and (2) that institutions, administrators and faculties have worked hard for success in recruiting and keeping minority students.

There have been full audits of all institutions of the System in recent years by federal compliance authorities. Each president has been required to file regular reports dealing with all aspects of this matter. These reports contain reference, for instance, to the exact procedures used in recruiting minority students and faculty; methods used in assigning dormitory rooms; adequacy of remedial programs; personnel involved in recruitment, counseling and in certain student activities, etc. Specific, detailed references to these activities are contained in the attached reports and plans of the several institutions.

from 15 (0.6%) in 1965 to 319 (5.1%) in 1972, with a marked increase since 1969. In general, records of the type described in the attached institutional plans show that large numbers of minority faculty have been interviewed and that a great many more bona fide offers have been tendered than accepted. Specifically, the supply of qualified black faculty remains short and many of these prefer predominantly black schools; and many white faculty do not elect to go to predominantly black schools.

1973

Since preparation of the University System report to HEW on June 11, 1973, the procedures to measure progress in System desegregation have undergone substantial revision. In past years data has been collected on the basis of total minority enrollment. Beginning Fall 1973, System institutions began to report minority enrollment utilizing HEW classifications.

Total System enrollment increased from 105,892 in the Fall 1972 to 109,125 students in Fall 1973. This represents a 3.1 percent overall enrollment growth. During the same period, institutions reported an increase in minority student enrollment from 6,692 to 8,915 students, or a 33.2 percent increase. It should be noted that this measure of minority includes American Indian, Black at predominantly white institutions, White at predominantly black institutions, Oriental, and Spanish surname students and reflects the changing distribution of minority students among institutions as contrasted to total minority student enrollment growth. Table B which follows, presents this information by institution for Fall 1973. As Table B indicates, there are 10 institutions which have a black enrollment larger than 10 percent.

If all minorities were compared, 14 institutions would have a minority enrollment in excess of 10 percent.

In terms of total System enrollment, American Indians comprise .4 percent; Blacks, 11.7 percent; Orientals, .4 percent; Spanish surname Americans, .3 percent; and all others, 87.2 percent.

TABLE B

UNIVERSITY SYSTEM OF GEORGIA

REGULAR ENROLLMENT BY ETHNIC GROUP

FALL QUARTER 1973**

Institution	American Indian	Negro	Oriental	Spanish Surname	All Other	Total
Georgia Institute of Technology	3	168	42	26	7,797	8,036
Southern Technical Institute		67	15	11	1,735	1,828
Georgia State University	18	2,052	76	3	16,404	18,553
Medical College of Georgia*	2	212	24		2,104	2,342
University of Georgia	90	536	88	47	19,557	20,318
Albany State College		1,670			63	1,733
Armstrong State College		292	9	6	2,670	2,977
Augusta College	9	278	34	34	3,129	3,484
Columbus College	211	564	43	142	3,894	4,854
Fort Valley State College		1,790	1		44	1,835
Georgia College	61	350	14	49	2,366	2,840
Georgia Southern College	1	192	12		5,716	5,921
Georgia Southwestern College		241		1	2,197	2,439
North Georgia College		39		4	1,354	1,397
Savannah State College	2	1,976		4	275	2,257
Valdosta State College	23	391	12	6	3,973	4,405
st Georgia College	2	368	6	2	4,823	5,201
Abraham Baldwin Agric. College	1	124			1,949	2,074
Albany Junior College	1	211	1	2	1,294	1,509
Bainbridge Junior College		41			176	217
Brunswick Junior College		189	6	3	869	1,067
Clayton Junior College	2	115	4	7	2,476	2,604
Dalton Junior College	1	44	4	1	1,091	1,141
Emanuel County Junior College		34			133	167
Floyd Junior College		111	1	2	926	1,040
Gainesville Junior College		48	2	2	984	1,036
Gordon Junior College		92		4	654	750
Kennesaw Junior College	3	134	7	6	1,881	2,031
Macon Junior College	2	144	6	6	1,756	1,914
Middle Georgia College	1	61	3	18	1,642	1,725
South Georgia College		200	2	4	1,006	1,212
TOTAL	433	12,734	412	390	94,938	108,907

TFM:ddr
11/5/73

*Excluding 218 residents and interns
**This is self-report data and will not exactly correspond with the data in Table E.

B. Special Situations Related To University System Desegregation

A detailed understanding of the process of integration and education in the University System requires a consideration of several special situations. The most important of these relates to the three predominantly black schools; Albany State College, Fort Valley State College, and Savannah State College. All of these schools have participated and are participating in all of the activities previously referred to. They, too, have filed regular compliance reports. They differ in that previously there has been little or no desire on the part of white students to attend them. Even so, by conscious effort, significant progress is being made. In 1965 there were 14 minority faculty on these three campuses; in 1969 there were 69; in 1972, 112; in 1973, 127.

1. Savannah State College - Armstrong State College

Special note should be made of developments at Savannah State College in conjunction with neighboring Armstrong State College. For the past five years, Savannah State College and Armstrong State College have been working closely together to develop cooperative programs which would (1) harness the strengths of each of the two institutions in order to promote the best possible higher education programs to all area citizens, and (2) provide the kind of flexibility needed to encourage easy interchange of students and faculty between the two institutions. These programs have been developed at the undergraduate level, the graduate level, and in the community service area. Basically, there are three kinds of cooperative effort: (1) joint programs, with each institution sharing equally in input and responsibility, (2) cooperative programs, with one

institution providing needed help to the other in specific programs thus preventing duplication and unnecessary expenses, and (3) general sharing in exchange of facilities, equipment, faculties, programs, etc.

Joint Programs

The most advanced joint program is at the graduate level. To all intent and purpose, it operates as a single unit, with each institution having equal input in instructional loads, curriculum, financing, etc. There is a single Graduate Council, with equal representation from each college. The Coordinating Graduate Dean, who rotates between the two colleges on a two year basis, presides at Council meetings. The current coordinator is from Savannah State College. The Graduate Department in each discipline meets as a single unit; the department heads alternate annually between the two colleges as the Coordinating Head. Students are, in effect, enrolled simultaneously in both institutions. The names of both colleges appear on the diploma, and both presidents sign it. the graduation exercises alternate annually between the two colleges, being held with the undergraduate exercises of the college whose turn it is to have graduate exercises. The faculty and administration of both colleges participate in the exercises. There is presently graduate work in the areas of teacher education and business administration. The chart below gives the statistics on the Joint Graduate Program as of the Fall Quarter, 1973:

	Black	White	Total
Graduates to date	103	32	135
Present enrollment, total	220	202	422
Teacher Education	210	148	358
Business Administration	10	54	64

This past year (1972-73), the two colleges implemented a joint drive for private funds from the local geographical area. This drive excluded the Alumni Programs at the two colleges, but included all other local contacts. The response to this development on the part of local industry and business leaders was very positive. The results of this first effort portend good results as the program is further developed. The funds secured are divided equally between the two institutions; the proceeds from this first attempt exceeded those available to both institutions through their separate efforts of previous years.

The 1973-74 Joint Drive resulted in pledges of $42,700 which were divided equally between the two institutions.

At the professional level courses, the two colleges operate a joint Social Work Program. It is operated as a single unit, with the Coordinator rotating annually between the two colleges. During the 1973-74 year, the Coordinator is from Savannah State College. The courses rotate between the two colleges, and the instructor rotates with the courses, thus bringing both students and faculty from one institution to the other on a rotating basis. In addition all students attend courses at the Field Center, and the Field Center (downtown) is used by students from both colleges for clinical experiences.

There is a joint Student Council in this program with students from both colleges participating. The chairman of this group rotates between the two colleges.

This program is sponsored through a grant made jointly to the two colleges. The following chart gives the statistics for the 1973-74 year for this program:

	Total	Black	White
Armstrong State College	53	8	45
Savannah State College	20	20	

Cooperative Programs

In the Cooperative Programs, all at the undergraduate level, students from one institution must go to the other for certain courses in order to graduate. These courses are not even offered on the home campus, thus insuring the presence of the students on the other campus. The courses taken at either college are considered as though in residence at the home campus.

The students at Armstrong State who receive a degree in Physical Education from Armstrong State College must go to Savannah State College for at least two courses. These are taught only at Savannah State College. There are several other courses at Savannah State College which the Armstrong State College student may elect to take with full credit toward his major.

The students at Armstrong State College who receive a degree in Music Education from Armstrong State College must take required courses at Savannah State College. In addition, there are several courses at Savannah State College which the Armstrong State College student may take with full credit toward his major.

The students at Armstrong State College may take the ROTC program at Savannah State College with full credit. This can be taken in lieu of Physical Education requirements at Armstrong State College.

The two colleges are currently working on cooperative approaches in Allied Health and Business Administration. At the present time,

Allied Health Programs are offered only at Armstrong State College; however, a consortium is being evolved with Savannah State College, Georgia Southern College, and Armstrong State College cooperating.

The chart following gives the statistics on these students for the Fall Quarter, 1973-74:

	Total	Black	White
Physical Education (Armstrong State College to Savannah State College)	64	6	58
Music Education (Armstrong State College to Savannah State College)	41	1	40
NROTC (Armstrong State College to Savannah State College	3		3

General Exchange and Sharing

In addition to the above outlined program, any student of either college may register without additional charge at the other college for one course (5 quarter hours). These students pay fees only to the home base college; however, the credit is considered to be resident credit and is treated as having been taken on the home campus. With special approval of the respective Academic Deans, a student may take two courses (10 quarter hours) at the other institution.

The following chart gives the number of exchange students between the two colleges for 1972-73 and Fall Quarter, 1973-74:

	Total	White	Black
1972-73 Armstrong State College to Savannah State College	232		
1972-73 Savannah State College to Armstrong State College	15		
1973 Fall Quarter Armstrong State College to Savannah State College	38	34	4
1973 Fall Quarter Savannah State College to Armstrong State College	6	2	4

In addition to the Graduate Program and the Social Work Program, the two colleges exchange faculty members each quarter. An attempt is made each quarter to exchange two faculty from each college, or a total of four, varying the disciplines quarterly. The 1973-74 Winter Quarter has two involved in this exchange, both from History. Four are scheduled for the Spring Quarter, 1973-74.

The two libraries have worked out a union card system so that each college will know what is available at the other. A student at one institution may check out material at the library of the other by presenting his identification card.

The two colleges cooperate in the teaching of the library courses, permitting students to enroll at either institution. At Savannah State College, the classes are taught in a class-type situation; at Armstrong State College, the same class is taught through individual study. Usually the small number of students at Armstrong State College are sent to Savannah State College for courses in Library Science. During the Winter Quarter, 1973-74, for instance, all Armstrong State College students are at Savannah State College.

The Neighborhood Continuing Education Center is a cooperative endeavor involving Savannah State College, Armstrong State College, Georgia Southern College and the University of Georgia. The Center provides a continuing education program for low-income residents in the Savannah Model Cities neighborhood. It is jointly operated through a committee with representatives from all four institutions, and is funded by all four.

Students from either college may use the facilities and attend extra-curricular activities at the other college on the same basis as the home-campus student. This relates to such facilities as the libraries, gymnasiums, physical education facilities, etc., and to such activities as concerts, lectures, games, etc.

The two colleges, with equal input financially, operate daily a free shuttle bus service between the two campuses. The hours of operation and the scheduling of classes are implemented in such a way as to facilitate the exchange of students and faculty.

The two colleges co-host, and compete in, the Savannah Shriners' Basketball Bowl for the purpose of raising funds for the Shriners' Crippled Children Hospital.

A recapitulation of Savannah State and Armstrong State student participation in exchange program activities is provided in Table C. The significance of these data is perhaps best illustrated by noting that, at any particular instant of time during the academic day, in excess of 11% of the students on the Savannah State campus are white.

TABLE C
RECAPITULATION OF STUDENT EXCHANGES

	Total	Black	White
Graduate			
Armstrong State College > Graduates to date Savannah State College	135	103	32
Present Enrollment, Total	422	220	202
Social Work			
Armstrong State College students	53	8	45
Savannah State College students	20	20	0
Cooperative Programs			
Physical Education (Armstrong State College to Savannah State College)	64	6	58
Music Education (Armstrong State College to Savannah State College)	41	1	40
NROTC (Armstrong State College to Savannah State College)	3		3
General			
1972-73 Armstrong State College to Savannah State College	232		
1972-73 Savannah State College to Armstrong State College	15		
1973 Fall Quarter Armstrong State College to Savannah State College	38	4	34
1973 Fall Quarter Savannah State College to Armstrong State College	6	4	2
Library			
1973 Fall Quarter Armstrong State College to Savannah State College	2		2

2. Albany State College - Albany Junior College and Georgia State University

Albany State College and Albany Junior College are proximate University System institutions with different structures. Cooperative activities involving the two institutions are evolving both as a result of local initiative and as a consequence of guidance provided by the Regents' Office staff.

In July of 1973, the Board of Regents appointed a single coordinator for the Albany State College baccalaureate degree program and the Albany Junior College associate degree program in nursing. This coordinator is responsible for the development of a unified program involving the two institutions. Accomplishments in the areas of both program improvement and desegregation, both prior to and subsequent to this administrative change, have been encouraging.

The faculty of both Albany State College and Albany Junior College nursing programs are integrated. Albany State College Department of Nursing has four white faculty members and four black faculty members. Albany Junior College has six white and two black faculty members in their Nursing Department. There is no discrimination as to the hiring of nursing faculty. There is a very short supply of Master's degree or higher black faculty personnel in the field of nursing.

Albany State College and Albany Junior College have recruited faculty and students cooperatively for the last year. The faculty and students may make a choice as to which program they prefer.

The enrollment in the nursing program at Albany Junior College is open to all students. The enrollment of black students in the Junior College nursing program has steadily increased so that now a

little over one-third of the nursing enrollment at the Junior College are black students. All of the Junior College nursing students are encouraged to continue their education at Albany State College and arrangements have been made for electives taken at the Junior College to meet the necessary requirements for easy transfer to Albany State College for the last six quarters. White students of Albany have been attending the Baccalaureate Program in Nursing at Albany State College since it became a part of the joint operation with Albany Junior College in July, 1973. The first white student will graduate from the Albany State College Nursing Program in May of 1974. Presently there are five white registered nurses enrolled in the baccalaureate program - one male and four females. There are presently eight registered nurses attending part-time at Albany Junior College who plan to enter Albany State College in the fall of 1974 - 7 whites and one black.

Since the two schools joined in their nursing program operations, the curriculum of both institutions have been adjusted to encourage registered nurses to complete the baccalaureate program at Albany State College for a B. S. degree in Nursing. This action has stimulated interest among the white nurses of the community to further their education in nursing at Albany State College. There are twelve such cases presently known. Also, attitudes of the citizens of Albany have changed in the last five years due to interest in higher education for all citizens and a feeling of responsibility to up-grade all specialties, including nursing, wherever such programs are available. The improvement of the faculty over the past year at Albany State College Department of Nursing has influenced the white registered nurse in this area to attend Albany State College instead of other

schools of nursing more distant from Albany. The sharing of faculty, equipment, audiovisual materials, library facilities, together with a positive promotional attitude on the part of both colleges are all contributing to the furthering of the integration of both the nursing programs, and particularly for Albany State College.

Several Albany Junior College faculty members have indicated an interest in the faculty exchange effort with Albany State College. The Nursing Departments are already exchanging faculties between the two schools. At least three other of the current Albany Junior College faculty have volunteered to be exchanged with Albany State College faculty by the fall of 1974. The implementation of these exchanges is being studied by the two institutions at this time.

One method of furthering the number of white students at Albany State College would be to develop ladder concept programs between the two schools in the career fields, such as criminal justice, in addition to the nursing programs now operating on such a plan. The Regents' Office staff will encourage such developments as a part of this Plan. The development of detailed plans for such program structuring will be a part of the role and scope studies described in Part B.

Current efforts of Albany Junior College are expected to contribute increasing numbers of both black and white students to the upper division programs of Albany State College. Existing programs at Albany State College are made known to students at Albany Junior College by various publicity means and by faculty recruitment and visitation. Individual Albany Junior College division and program chairmen have made Albany State College programs known to their

students and have encouraged students to consider Albany State College. Albany Junior College routinely solicits students from all area high schools including those with a majority of black students. Last year a black faculty member systematically visited prospective black students and established contact with black organizations. Albany Junior College cooperates with Albany State College and the Albany Urban League in Talent Search and Special Services projects. The Urban League refers disadvantaged students to both local colleges.

Continuing Education Programs for the Albany area provide an effective mechanism for further joint faculty involvement of Albany State College and Albany Junior College. The following list of recent and projected activities is indicative of the potential impact anticipated under the efforts conducted during the implementation of this Plan:

1970-71

Course:	Adult Development and Aging Seminar
Contact Hours:	18 hours
Participants:	32 total- 29 white and 3 black
Faculty:	5 total - 4 white and 1 black

1972-73

Course:	Human Factors in Supervision of Public Employees
Contact Hours:	16 hours
Participants:	32 total - 27 white and 5 black
Faculty:	2 total - 1 white and 1 black

Course:	Adult Development and Aging Seminar
Contact Hours:	18 hours
Participants:	38 total - 11 white and 27 black
Faculty:	14 total - 7 white and 7 black

1972-73 and 1973-74

Course:	Small Business Development Program
Contact Hours:	540 hours
Participants:	58 total - 36 white and 22 black
Faculty:	20 total - 12 white and 8 black

1973-74 Projected

Course:	Marriage and Family Planning
Contact Hours:	20 hours
Participants:	Estimated 40-50 persons
Faculty:	10 total - 4 white and 6 black

Albany State College does not presently offer graduate degree work; however, the college received authorization of the Board of Regents, in principle, in December 1971, to establish a Master of Education degree program. Graduate study at Albany State College is provided for through a Board approved agreement whereby Georgia State University operates the program on the campus of Albany State. The Graduate Program contract was designed to honor the request from alumni, in-service teachers, college students, and others in the geographic area serviced by Albany State College. Under this particular cooperative concept, it is anticipated that Albany State College will assume responsibility for all program activities after a developmental transition period of several years duration. Previously this type of cooperative procedure has been employed effectively by the University System in graduate teacher education programs involving Columbus College and Georgia State University.

The faculty of this graduate program are members of the Albany State College faculty acceptable to Georgia State University as University Adjunct Professors. The final approval of personnel and designation of teaching assignment is a decision reserved by the University.

The plan of Albany State College to expand the offering to a wider area is reflected by the development of concentration areas in: Early Childhood Education, Secondary Education, English Education, Business Education, Mathematics Education, Science Education, Music Education, and Health and Physical Education. The University programs for these areas have been developed and implementation planned by the respective departments at the College. This action has been approved by the Board of Regents.

This Graduate Cooperative Program offers a strong possibility for the increase in minority student enrollment at Albany State College at such time as the transfer of program responsibility proves academically feasible. The following table illustrates the graduate enrollment realized during the years 1972-73 and the first quarter of 1973-74.

Quarter	Total Enrollment	Black	White
1972-73			
Fall	46	37	9
Winter	46	40	6
Spring	50	42	8
Summer	123	107	16
1973-74			
Fall	122	93	29

The preceding table, coupled with subjective analysis of the Albany academic needs in teacher education, suggests a projected enrollment in graduate programs conducted at Albany State College in accordance with the following table.

Year	Total Enrollment	Black	White
1974-75	150	115	35
1975-76	200	153	47
1976-77	275	213	62
1977-78	300	220	80
1978-79	330	240	90
1979-80	360	260	100

3. Fort Valley State College

Current Board of Regents activity with respect to Fort Valley State College centers on the good faith, but legally informal, implementation of a plan prepared in response to a Federal Court Order. The subject court order is not considered final at this time and is therefore non-appealable.

A copy of the court-ordered Fort Valley State College Plan and documentation filed in response to a subsequent court order dated March 13, 1974, is presented in the supplementary information provided with this Plan. It should be noted that the Fort Valley State College Plan is completely consistent with this Plan.

4. Georgia Tech Dual Degree Program

An expanding Dual Degree Program is offered by the Georgia Institute of Technology in cooperation with 16 Georgia liberal arts colleges and 42 such colleges outside of Georgia. Active negotiations are underway to establish agreements with about 30 other colleges including Fort Valley State College and Savannah State College, two of the predominantly black University System institutions. Albany State College, a predominantly black University System institution, participates under a previous agreement. At least six of the participating colleges have 100 years or more of service devoted to the education of black Americans.

The Dual Degree Program is a plan whereby students from cooperating liberal arts colleges earn two degrees--the first a bachelor's degree from the liberal arts college and the second, one of the bachelor's or master's degrees offered by the Georgia Institute of Technology or by the Southern Technical Institute. The total time spent by the student

in completing the requirements for the two degrees is five academic years when the Tech degree is at the baccalaureate level. When the Tech degree is at the master's level, the time spent depends in large measure on the availability of specialized senior courses in the major area at the liberal arts college.

Each of the cooperating liberal arts colleges signs an agreement with Georgia Tech indicating which of the designated degrees available at Tech it wishes to have included in the Dual Degree Agreement. In some cases several of the degrees offered by Georgia Tech and/or Southern Tech are deleted from the actual agreement since they may involve study programs which are essentially the same as ones available at the first college or since they do not fit within the educational philosophy of the first college. In some few cases, because the cooperating college is unable to provide the background studies needed for the Tech program, other Tech degrees are also deleted from the agreement.

Present estimates are that within five years there will be approximately 200 to 250 students per year enrolled at Tech in the Dual Degree Program. The number of students in recent years and the estimates of the number for future years are given below.

Year	Number of Students	
1970	2	
1971	7	
1972	17	
1973	35	(Estimate)
1974	60	"
1975	100	"
1976	140	"
1977	200	"

The Dual Degree Program can serve a real educational need and seems to be a positive step in the Institute's efforts to expand its offerings and render greater service to the state and the nation. It offers to the student a means of obtaining a very broad education by attending two colleges with distinctly different educational emphases--one, liberal arts and the other, science and engineering. It enables some students to vary their college experiences in other ways: by studying at two colleges of different size; by studying at a church-related college and a public (state) college; by living in a large city while attending one college and a smaller community while attending another; by living away from home for part of the college experience and residing at home for the other part. For some students the Dual Degree Program offers a realistic means of meeting the demanding academic requirements of a technological university after having been denied proper high school preparation.

In addition the Program is seen as a significant help in the Institute's efforts to admit more black students and more women students. It seems that the Dual Degree Program will be very useful in attracting black students from predominantly black public and private colleges into engineering, a profession that has traditionally, for one reason or another, had few blacks. Also, since many young blacks now in college have suffered from inadequate secondary school training, they frequently need programs which will enable them to spend a longer time in college and make up for deficiencies in their educational backgrounds. The Dual Degree Program certainly can be

useful in furnishing this service by allowing such students, before coming to Georgia Tech, to attend colleges with curricula which take into account their pre-college educational experience and help prepare them realistically for the demanding mathematics and science requirements of the Georgia Tech curriculum.

As a consequence of this and other programs, it is anticipated that Georgia Tech will soon graduate more black engineers than any other institution in the country.

5. Atlanta and Waycross Junior Colleges

A new junior college is currently under construction in Southwest Atlanta located contiguous to the Atlanta Area Technical School. This institution, scheduled to begin operation September 1974, represents a final phase of the overall junior college development program of the Board of Regents.

The Atlanta Junior College has a projected initial enrollment of 1,000 students with an equal division between black and white students anticipated. The projected racial composition is based on the experience of the Atlanta Area Technical School which has maintained a comparable racial balance over the past several years.

The new junior college for Waycross is currently in design and is expected to open September 1975. This institution which will provide two year educational opportunities for students who are currently inadequately served by the University System is also a final part of the previously approved junior college development program.

6. The Role of Junior Colleges in Achieving Desegregation

An examination of the enrollment statistics presented earlier in this section reveals that the development of junior colleges within the University System has been supportive of the integration of predominantly black institutions. It will be noted that the basic influence of the junior colleges is reflected in the percentage enrollment of the university level institutions. Senior college enrollments have experienced only a stabilizing influence as a result of the presence of junior colleges as had been anticipated.

A fact not clearly revealed by statistics is the impact of the development of junior colleges upon the integration of the total community life into which they were introduced. For example, at the time Albany Junior College was opened, the City of Albany was experiencing a very traumatic change from a completely segregated to an integrated status. City recreational facilities had been closed as a move toward the prevention of integration and facilities suitable for bi-racial activities were unavailable. Albany Junior College opened its doors to persons of all races both in terms of student enrollment practices and in the extracurricular use of its facilities. High school athletic competition involving bi-racial teams was carried on in the Albany Junior College gymnasium. Local civil rights groups held their meetings in the junior college's facilities. The overall effect of the presence of this institution in Albany at the time of its initiation can only be construed as stabilizing.

An examination of the enrollment figures for junior colleges throughout the State presented in Section IV-G reveals that they have clearly provided opportunities to many minority persons who would have otherwise found higher education inaccessible to them.

C. Policies Related to Student Recruiting, Financial Aid, and Retention

Successful recruiting and retention of students requires a coordinated approach to potential applicants, the structuring of financial aid packages sufficient to meet individual needs, and the provision of programs directed toward the academic and social adjustment required for long-range academic success. Clearly-defined problems encountered in recruiting are in large measure race independent, being primarily related to the educational and economic background of the potential student. Sociological factors so important in efforts to increase the involvement of minorities in all aspects of higher education are less well defined and frequently require approaches and techniques adapted to a particular institution and its surrounding community.

This section will describe those broad, general policies prevailing in the University System of Georgia which relate to student recruitment, support, and retention. Particular attention is called to the Special Studies Program, designed for the academically disadvantaged of all races. Factors related to desegregation peculiar to individual institutions are described in a later section related to minority enrollment projections.

1. Recruiting

The objectives of the University System recruiting program are to (1) inform the populace of education opportunities available at all System institutions; (2) stimulate interest in higher education; and (3) provide materials that will help students, parents, and counselors with the process of educational planning.

These objectives are pursued in the framework of the following

principles of admissions, promotions and recruitment:

> Admissions counselors are professional members of their institution's staff. As professionals, they receive remuneration on a fixed salary, rather than commission or bonus based on the number of students recruited.
>
> Admissions officers are responsible for the development of publications used for promotional and recruitment activities. These publications should: (1) state clearly and precisely requirements as to secondary-school preparation, admission tests, and transfer-student admission requirements; (2) include statements concerning admissions calendar that are current and accurate; (3) include precise information about opportunities and requirements for financial aid; (4) describe in detail any special programs such as overseas study, early decision, early admission, credit by examination, or advanced placement; and (5) contain pictures and statements of the campus and community that are current and represent reality.
>
> Colleges and universities are responsible for all persons who may become involved in the admissions, promotional and recruitment activities (i.e., alumni, coaches, students, faculty) and for educating them about the principles outlined in this statement.
>
> The admissions counselor is forthright, accurate, and comprehensive in presenting his institution to high school personnel and prospective students. The admissions counselor adheres to the following: (1) state clearly the requirements, and other criteria; (2) make clear all dates concerning application, notification, and candidate reply, for both admissions and financial aid; (3) furnish data descriptive of currently enrolled classes; and (4) avoid invidious comparisons of institutions.
>
> The admissions counselor avoids unprofessional promotional tactics, such as: (1) contracting with high school personnel for remuneration for referred students; (2) contracting with placement services that require a fee from the institution for each student enrolled; and (3) encouraging a student's transfer if the student himself has not indicated transfer interest.

The University System recruiting policies are common to all institutions; however, some recruiting procedures vary within the University System due to the type and geographic location of the different institutions. For example, the recruiting procedure of a two-year commuter institution is oriented toward the local

area, while a two-year resident institution may cover the entire state.

All institutions of the University System participate in The PROBE Program. The PROBE Program is an intensive statewide effort designed to present the educational opportunities afforded by all institutions of the University System and has been the major thrust in recruiting in recent years. This program is coordinated by the Georgia Education Articulation Committee and includes both public and private colleges and universities, diploma schools of nursing, and the state vocational-technical schools.

PROBE Counselor Workshops are held over the state for the purpose of providing information and materials relating to the various available educational opportunities of all University System institutions. These workshops are cooperatively planned with high school counselors, college representatives, and financial aid officers participating. Opportunities are afforded for personal contact for discussions of specific problems as well as for the provision of complete general information in the form of printed materials for the counselor who works directly with the student and his family. However, contact is made with all superintendents, headmasters, and principals for their information and, most important, to solicit their support. The counselor must be given release time to attend, and in recent years the secondary school administrative structure has been very supportive of the workshop programs. The eleven PROBE Counselors Workshops in 1973 were attended by more than 400 high school counselors over the state. Every high school counselor, representing both public and private institutions, is invited to attend.

Twenty Educational Fairs designed to provide students, parents, teachers, counselors, administrators, and other interested persons with factual and current information about all phases of admissions, financial aid, cost, housing, programs, etc., were held throughout the state in 1973. The general public was informed about the Fairs through a statewide publicity program using newsletters, newspaper stories, and radio and television coverage.

In addition to PROBE, other recruiting procedures found to be effective include the following:

Direct mailings to High School Juniors and Seniors with follow-ups with those expressing interest in the institution. The mailing lists are provided by local school officials and The National Beta Club.

Participation in local school career and educational days.

Visitations to the local schools for conferences with students, parents, counselors, teachers, and principals.

High School Seniors and their parents are invited to the campus for a day.

High School Counselors are invited to the campus for workshops on Admissions, Financial Aid, Program Offerings, etc.

Joint-enrollment Programs are provided for talented High School Seniors.

A Dual-Degree Program affords an opportunity to attend two institutions and earn both a liberal arts and an engineering degree.

An open-house is sponsored by each campus for the general public.

The CEEB Student Search Service is utilized.

Special efforts are made by the various institutions to recruit from certain groups. These include programs to recruit:

National Scholarship Service and Fund for Negro Students (NSSFNS)

Referral Service

Minority Students eligible for admission to graduate and professional schools

National Merit Scholars and Semifinalists

National Achievement Scholars and Semifinalists

Veterans

University of Georgia - State of Georgia Certificate of Merit Program

In occupational areas where acute personnel shortages exist, specific programs are developed to attract and encourage students to consider the academic programs which lead to employment in these areas. Current examples are the health care fields and certain educational specialties.

The University System of Georgia works closely with several agencies in preparing information and materials concerning information about all types of post-secondary institutions. These materials are prepared primarily for persons that work with students and parents in vocational and educational planning. Two examples are:

(1) Directory, A Guide to Colleges, Vocational-Technical and Diploma Schools of Nursing. Published every other year by the Georgia Educational Improvement Council.

(2) Georgia Scholarship Guide. Published in alternate years of the above cited Directory by the G.E.I.C. Present information indicates that future scholarship information will be published by the State Scholarship Commission.

The Regents' Office staff also publishes and distributes materials and information for both the professional personnel

worker and the general public. The publication titled, "The University System of Georgia" is an example of materials distributed to both professional workers and made available for general consumption through display in libraries, reading rooms and material centers.

A publication titled, "Normative Data for the 1971-72 Freshman Class, University System of Georgia" is an example of materials published annually for the faculty and administrative officers of System institutions and other interested professional personnel that work with students in vocational and educational planning.

The publication titled "Freshmen Grade Tables 1969-70" is an example of material prepared for and distributed to high school counselors over the entire state. This document is published every other year as an aid in counseling students.

Further, a summary of the Freshmen year performance of Georgia's high school graduates that enrolled in institutions of the University System is mailed to the principal of the student's high school. The summary includes the following:

The mean high school average

The mean CEEB-SAT Scores

The mean Freshman Grade Point Average, and

The mean number of credits earned during the freshman year.

The University System Advisory Council Administrative Committee on Records and Admissions reviews and evaluates the principles and practices of recruiting annually. The Committee is currently considering the feasibility of sponsoring a state-wide conference on attracting white students to the traditionally black institutions.

There are three traditional black institutions in the University System and an additional six traditional black private schools in the State.

Minority student recruitment will be continued System-wide on an intensified scale utilizing a broad range of techniques of the type described above. Increased emphasis will be placed upon direct contact with the family of potential students. This practice, although time consuming, has been proved highly effective in informing the potential student of the opportunities available to him within the University System framework. Recruitment teams involving both black and white recruiters will continue to be utilized and increased involvement of minority students and faculty will be encouraged in the recruitment process. An innovative approach designed to increase minority student enrollment at selected institutions through financial subsidization from private sources is explained in Part Two of this section.

Continual efforts are directed toward the provision of appropriate programs in all institutions of the University System. These efforts will be continued with particular emphasis being placed on the identification of programs of a type offering promise of attraction to minority students. Exploitation of this approach will be difficult since there are no clearly established patterns which indicate that programs of specific types are more attractive to one race than another. Also, additional new programs are not anticipated to result, in themselves, in a substantial modification of student enrollment patterns since a significant breadth of program is already available in the various University System institutions.

Cooperative programs have proved to be highly effective in efforts to increase integration with the University System. Such efforts will be continued and expanded as specific opportunities present themselves.

The nature of financial aid programs and an assessment of their import upon minority student enrollment is presented below. It is evident that the provision of substantial financial aid is essential to the total recruiting efforts.

2. Financial Aid

The Board of Regents of the University System of Georgia considers student financial aid to be a significant and indispensable factor within the spectrum of needs in higher education. The objective of the Financial Aid Program in the University System is to provide financial assistance to students who, without such aid, would be unable to begin or continue in an institution of higher education. This objective is pursued within the framework of the following principles and practices:

> Good personal and professional relationships between the financial aid staff and those of other offices at the institution are essential.
>
> Admissions decisions at the institution should be made without regard to the financial need of the applicant.
>
> Because financial assistance reflects the financial situation of the student's family, no public announcement of the amount awarded should be made by the institution.
>
> Consultation between institutions on the kind and amount of financial assistance that is to be offered a mutual candidate should be encouraged, assuring relatively equal aid offers to the student and making it possible for him to choose an institution on educational rather than financial grounds.
>
> The institution should have a separate brochure on financial aid. This brochure should include information on financial aid available at the institution and the procedures for applying, and it should be distributed systematically to prospective and enrolled students.
>
> Each institution has an obligation to assist in realizing the national goal of equality of educational opportunity. The institution should cooperate with secondary schools and postsecondary educational institutions to encourage able students to enroll in an institution of higher learning by supplying financial aid information and services.
>
> The financial aid administrator should keep informed of progress and changes in the financial aid and educational

community. He should participate in professional organizations which relate to financial aid.

The procedures for administering financial aid programs is common to all institutions in the University System. In selecting students to receive financial assistance, the institution places primary emphasis upon demonstrated financial need. Academic achievement, character, special talent, and future promise may be considered. An applicant for financial aid who is applying to more than one institution is not required to give notice of acceptance of an award before May 1. Transfer applicants are given the same consideration for financial aid as any other entering aid applicant. Renewal applicants for financial aid are given preference. The institution reviews financial assistance awards annually, adjusting them as necessary. Applicants not offered financial aid are provided with the specific reason for denial and sent information on other potential sources of aid.

Financial assistance consists of scholarships, loans, and employment offered singly or in various combinations to students. To insure reasonable assistance to students, a system of packaging is practiced, which takes into consideration future financial obligations of the student. Based on a reasonable need analysis, the total amount of financial assistance offered to a student from all sources should not exceed the amount he needs. When offering financial aid to a student, the institution states the budget, resources from the parents, resources from the student, and the estimated financial need, so that the student may determine the manner in which the institution has assumed his expenses will be met. Outside awards of

aid are cleared and administered through the Financial Aid Office at the institution and appropriate adjustments made in assistance offered to aid recipients.

The total financial aid program of an institution is administered through one centralized office, so that the most efficient use of available funds is made. The financial aid program is considered a student personnel service and reports administratively to the chief student personnel service officer. A standing policy and advisory committee for financial aid consisting of administrative officials, faculty, students, and representatives of the financial aid office function at each institution. The chairman of the committee is someone other than the financial aid administrator. The committee establishes the overall policy for approval by the institution. It may also serve as a board for students who wish to appeal their financial aid consideration.

The procedure for applying for financial aid is simple. A single application is used. Preferred application date for prefreshman applicants for financial aid is established by the Financial Aid Office. One system of need analysis is used for all aid applicants. Recipients are notified of the specific requirements for continuation or renewal of their aid. Financial aid commitments are made as soon as possible to assist the recipient with his financial planning. Notification of financial aid includes how the recipient will receive funds, qualifications for renewal, cancellation features of any part of the award, and a request that the institution be notified of other financial aid received.

In recent years considerable progress has been made toward breaking down the financial barrier to higher education in Georgia. However, a recent study indicated that Georgia is only meeting approximately 68% of the need for financial aid. Despite this continuing funding problem, the University System's financial program has provided thousands of Georgians the opportunity of attending college. Presently one student in every four receives aid through the financial aid offices over the University System. Exact statistics relating to black students receiving financial aid are not available at this time. Based on currently available information, it is believed that more than one in every two black students receives such aid. The development of specific information in this area will be a part of future activities under this Plan.

The principal financial aid requirements of minority students can be met through established procedures of the type described above. Special situations are presented by the predominantly black institutions of the University System since there continues to be a reluctance on the part of substantial numbers of white students to place themselves in a minority role. Financial aid can be used to encourage such attendance. However, this aid must be provided in a form that is both non-disruptive to campus attitudes and which is legal. These dual requirements will be met through a plan similar to one implemented at Fort Valley State College in September, 1973, under which pairs of students (one black and one white) are provided financial aid derived from private sources to attend the same institution. The institution involved will attempt to raise funds for such purposes from local businesses, industries, and individuals, the understanding being explicitly made that equal amounts of support will go to persons of both the black and white races.

Obviously this plan will not influence significantly the percentage enrollment at a specific institution; however, the increased presence of a minority component on a campus may be expected to lead to further voluntary enrollment by members of that race.

The potential effectiveness of this program is difficult to project. The results obtained at Fort Valley State College are encouraging, with 24 white students enrolled as a direct consequence of this effort in September 1973. Of that original number, 20 continued into the new term beginning January 1974. Two additional white freshman students entered in January 1974, giving a total of 22 for the term.

Funds used in support of the initial Fort Valley State College program came from both local and external sources. It is probable that efforts to expand the appeal for funds to non-community sources such as foundations and state-wide business and industrial concerns will be required for each of the predominantly black institutions. The coordination of such an appeal will be the responsibility of the Chancellor and other members of the Regents' Office staff. The utilization of external funds will be minimized if possible, since outside funds are not believed to represent the best solution to a complex problem such as integration.

3. Special Studies

Many students are graduated from high school today not fully prepared to confront the academic challenges of college level work. Many such students, both black and white in approximately equal numbers, are admitted to University System institutions each year in accord with the philosophy that all high school graduates should be entitled to try to further their education or training if they so desire.

The substantial growth in University System enrollment has been based in large part on the fact that each year during the last decade larger proportions of the high school graduating classes have gone to college. The best available estimates indicate that this percentage has increased from about 22% in 1960 to 41% in 1970.

This widening of the base of students has brought into college very large numbers of young people unprepared in the academic fundamentals. The extent of the problem is illustrated by the fact that in 1972-73, 12.1 percent of entering students of the University System scored less than 650 on the SAT. Some 18.5 percent scored less than 700 and 26.2 percent less than 750. While these scores are not an exclusive measure of academic ability, they do indicate that from twelve to twenty-six percent of the students who entered in 1972-73 were not sufficiently grounded in the academic fundamentals to begin college work properly.

The size and importance of this problem began to appear to many people in the University System in the mid-sixties. While not fully perceived, each year there was a growing conception of a larger and

more serious problem. Historically, efforts at providing students with the basic fundamentals after they had finished high school had not been successful to any great degree. Remedial work, as it is most often called, is both difficult and expensive.

While most institutions had some form of remedial program, in the summer of 1968 formal efforts were begun in the University System to deal with the problem. With special funds provided by the Regents, two experimental programs were established at Savannah State College and South Georgia College in 1969. The purpose of these two programs was to find better ways to provide remediation to academically deficient students. Several other institutions developed special programs under federal grants for this prupose. Other institutions expanded their long-term efforts.

Subsequently, during the summer of 1972 a special committee of the University System was established to consider the problem from the System point of view. A number of recommendations as to method were developed. Especially, it was recommended that this work be carried on by special departments in each of the institutions, with the head of each department responsible to his chief academic officer. The presidents were instructed orally to begin to make plans for this development in the fall of 1972, and a written memorandum to that effect went out on February 22, 1973. All institutions now have special departments for this work.

The Board of Regents further strengthened University System programs for poorly prepared students through authorization in 1973 of the Special Studies Program. This program, initiated on a trial basis in September 1973, is to become compulsory beginning September 1974.

In summary, the question of special compensatory activities goes directly to the heart of the problem of increasing minority student enrollment. Many minority students come from cultural and educational backgrounds which were not conducive to strong academic development. It is essential that appropriate programs be provided for such students if they are to have reasonable expectations of success in college level work. Evidence to date clearly indicates that programs of compensatory studies of the type provided by the University System create an avenue to college level activity for many previously poorly prepared students of all races.

Details describing the formal implementation of the Special Studies Program on a University System wide basis effective September , 1974 are presented in Part B of this Plan.

D. Faculty Recruitment and Advancement - Policies and Practices

1. Recruitment Policies and Procedures

All faculty and staff appointments represent a relationship between the individual employee and the specific institution. The primary responsibility for the identification and recruitment of a prospective faculty member rests with the academic department. Formal recommendation of the appointment is made by the president of the institution concerned following academic review. After a review of a recommendation by the appropriate personnel in the Chancellor's office and upon concurrence in the recommendation by the Chancellor, it is presented to the Board of Regents at a regularly scheduled formal meeting of that body. Upon the approval by the Board of Regents, the president then is authorized to tender the prospective faculty member a definitive offer. With the acceptance of the offer, the appointment becomes effective in terms of the offer.

In all institutions of the University System, the faculty consists of the corps of instruction and the administrative officers. The corps of instruction is comprised of full-time professors, associate professors, assistant professors, instructors, special lecturers, and teaching personnel with such other titles as may be approved by the Board. Full-time research and extension personnel and duly certified librarians are included in the corps of instruction on the basis of comparable training.

Faculty status of full-time administrative officers necessarily vary with the size and complexity of the institution. A faculty member who has academic rank and rights of tenure in the corps of

instruction and who accepts appointment to an administrative office retains his academic rank and rights of tenure as an ex officio member of the corps of instruction but has no rights of tenure in the administrative office to which he has been appointed. An administrative office having faculty status has all the responsibilities and privileges of faculty membership. Administrative officers are appointed by the president with the approval of the Board of Regents and hold office at the pleasure of the president.

For convenience of reference institutions in the University System of Georgia will be referred to as

Class I - University Level

University of Georgia
Georgia Institute of Technology
Medical College of Georgia
Georgia State University

Class II - Senior Colleges

Class III - Junior Colleges

In Class I institutions the faculty includes in addition to the corps of instruction the president, administrative and academic deans, registrar, librarian, comptroller, and such other full-time administrative officers as the statutes of the institution may designate as having ex officio faculty status. In the Class II and III institutions, the faculty includes the president, administrative and academic deans, the librarian, the registrar, and the comptroller in addition to the corps of instruction.

The policies of the Board of Regents concerning academic qualifications and faculty status are intended to be flexible sufficiently to permit an institution to make individual adjustments to its

own peculiar problems and circumstances. These policies are a statement of minimum and general requirements which are capable of application throughout the system and are not a limitation upon the additional standards and requirements which a particular institution may wish to adopt for its own improvement. Minimum qualifications for faculty appointment for all three classes of institutions and all academic ranks within these institutions are stated by the Board to include: (1) Master's degree (exceptions may be made for (a) persons of special learning and ability, (b) promising individuals who have recently acquired their bachelor's degree and are proceeding with their graduate training, and (c) temporary emergency appointments); (2) evidence of ability as a teacher; (3) evidence of scholarly competence and activity; (4) successful experience (this must necessarily be waived in the case of beginners who meet all other requirements); (5) desirable personal qualities judged on the basis of personal interview, complete biographical data and recommendations.

In addition to the minimum qualifications identified above, in the case of Class I institutions initial appointees to the associate or full professorial rank should have the doctor's degree or equivalent in training, ability or experience. Regents' policy further states that consideration of the fact that the possession of a doctor's degree or the lack of it is of significance in direct proportion to the ability and competence of the individual concerned. The following equivalents in training, ability or experience are suggested: (1) established reputation in field of interest; (2) research, scholarly publications, creative

writing; (3) superior teaching as shown by competence in the conduct of classes and seminars, effective relations with students and use and development of appropriate teaching aids; (4) substantial, significant and integrated program of study beyond the master's degree; (5) outstanding service to the institution; (6) activities related to professional growth and development--such as participation in educational, professional, scientific and scholarly organizations, services to society, professional experience in industrial and governmental activities, practice of a learned profession, and other types of related endeavors.

In Class II institutions, initial appointees to full professorships should have a doctor's degree or the equivalent in training, ability or experience in addition to the minimum qualifications identified above.

Similarly in Class III institutions, in addition to the minimum qualifications identified above, initial appointees to full professorships should have completed at least two years of work beyond the bachelor's degree.

Closely allied to the recruitment guidelines are the criteria for promotion as concerns all institutions of the University System. The criteria include for all professional ranks the following: (1) superior teaching; (2) outstanding service to the institution; (3) academic achievement; (4) professional growth and development (noteworthy achievement in all four of these criteria are not necessarily demanded but should be expected in at least two); (5) the faculty member's length of service with the institution shall be taken into consideration in determining whether or not

the faculty member should be promoted. In addition to the minimum criteria, promotions to an associate or full professorship of Class I and Class II institutions should require the doctor's degree or its equivalent in training, ability or experience; in the case of Class III institutions, promotion to an associate or full professorship should require at least two years' study beyond the bachelor's degree.

As an illustration, the employment policy for new faculty in chemistry at the junior level at the University of Georgia currently includes the following statement in all announcements: "The Chemistry Department will add several new faculty members during the next few years. Inexperienced candidates who have completed their doctorate and have one or more years of postdoctorate training will be appointed with the rank of instructor. The instructor will have essentially all the privileges as the assistant professor. Instructors with excellent potential for future growth will be promoted to the rank of assistant professor after two years of service. No potential employee is discriminated against because of age, race, religion or sex."

The basic criteria for the appointment and promotion of faculty in the institutions of the University System are the appropriate qualifications and performance as set forth in the policies of the Board of Regents as stated above. Relationship by family or marriage constitutes neither an advantage nor disadvantage provided the individual meets and fulfills the appropriate University System appointment and promotion standards as set forth in Board policy. However, no individual shall be employed in a department or unit

under the supervision of a relative who has or may have a direct effect on the individual's progress, performance or welfare. Further, there shall be no discrimination based upon race, color, sex, religion, creed or national origin of employees in their employment, promotion, retention, remuneration or any other condition of employment. The Regents have defined relatives as husbands and wives, parents and children, brothers and sisters, and any in-laws of any of the foregoing.

In keeping with the implications of the Regents' policies concerning academic qualifications and faculty status as well as the criteria for promotion, uniform recruitment guidelines are employed by all institutions of the University System; this procedure gives assurance that the best interests of all potential staff members will be served but especially those of minority groups and of women. These guidelines are essentially as follows:

> To insure that the spirit of the equal opportunity employment policy is observed, each department seeking to employ personnel must document recruitment efforts and rationale utilized in the selection of a person to fill a position; documentation of the reasons for employment of the selected candidate in preference to others will be required. Equal opportunity employment practices will prevail and no discrimination on a basis of race, color, religion, sex or national origin will be tolerated in the hiring process.
>
> Description of the position available and qualifications sought in the person to be employed must be stated in writing clearly and objectively before interviewing begins; further, the announcement and advertising of an opening must be in no way discriminatory, and they must include the statement of equal opportunity.
>
> Where appropriate, the positions open must be listed with as many responsible local and other organizations and agencies as is consistent with the reasonable expectation that qualified personnel might indeed be reached by the announcement. Visits to these agencies by

representatives of our institutions will be encouraged that the job opportunities can be better understood by agency personnel.

Recruiting will take place at schools and colleges characterized by heavy minority enrollment.

Each employment location and appropriate bulletin boards should be posted to show the institution's commitment and adherence to equal opportunity practices.

Records will be kept of all interviews and referrals; search efforts for women and representatives of minority groups will be documented.

To insure against discrimination in compensation on the basis of sex or race, the administration of each System institution will conduct periodic reviews of salary equity in all positions. The principle to be applied is that employees are entitled to equal pay for equal work performed and responsibilities assumed.

Each institution will develop a coordinated procedure for the documentation of efforts pertaining to the disposition of vacancies and recruitment to include: (a) written documentation as to why a vacancy has occurred and written documentation as to the qualifications of the replacement or of new personnel; and, (b) approval by the Department Chairmen and the Dean of proposed appointments and promotions pending documentation of efforts to recruit members of minority groups and women for those positions.

Each Department Chairman will submit to his president each fall and spring the then current status of the representation in employment of minorities and women in his department; the documentation of efforts to match vacancies with personnel; and attainable, measurable goals and a timetable for increasing the representation, by rank, of minority and women employees.

The Equal Employment Opportunity Officer appointed to implement authorized actions will: (a) serve as a primary source for providing supporting data needed for the effective implementation of the campus-wide Affirmative Action Plan; (b) coordinate the recruitment and hiring of appropriate staff to insure consistency with the Affirmative Action Plan; (c) actively promote and monitor all personnel policies and procedures affecting recruitment, hiring, promotion, and classification of minority and female employees; (d) monitor the budget process to assure negotiation of budget al-

lotment consistent with affirmative action implementation;
(e) coordinate the development of standardized employment policies and procedures for all employee categories;
(f) study population reports in the recruitment area to determine what percentage of employment should reasonably be expected among male, female, and minority persons.

2. Educational Leave Policies and Their Impact on Faculty Desegregation

Many leaves of absence are granted every year to faculty members of institutions in the University System of Georgia for purposes of advanced study and professional development. Hundreds of faculty members in the University System have completed work for the doctorate while on leave from their colleges or universities.

Leave of absence without pay may be granted for various purposes, but it is the policy of the Board to grant leaves with pay only for the purposes of promoting scholarly work and encouraging professional development. A faculty member requesting leave with pay must agree to return to his institution for at least one year of service after termination of his leave or return the full amount of compensation received from the instituion while on leave.

Table D illustrates that during Fiscal Year 1972 the Board of Regents granted leaves of absence to 135 faculty members for the purpose of advanced study toward doctoral degrees. Thirty of these faculty members were from the three predominantly black colleges. During Fiscal Year 1973 the number of leaves granted for advanced study increased to 141 and the number of these in the black colleges increased to 34. In both years the majority of the leaves were granted with partial pay. The usual rate of pay for a faculty member on leave for advanced study is one-third of the regular salary rate.

TABLE D
LEAVES OF ABSENCE FOR
TEACHING FACULTY PURSUING ADVANCED STUDY

	Leaves Granted in 1971-72		Leaves Granted in 1972-73	
	With Pay	Without Pay	With Pay	Without Pay
Georgia Institute of Technology	1	3	1	1
Georgia State University	2	7	2	-
University of Georgia	1	7	2	12
Medical College of Georgia	-	-	-	-
Albany State College	11	4	13	3
Armstrong State College	2	-	7	1
Augusta College	-	2	1	3
Columbus College	-	8	-	4
Fort Valley State College	12	1	10	1
Georgia College	1	1	-	1
Georgia Southern College	3	11	2	6
Georgia Southwestern College	1	3	-	2
North Georgia College	1	1	-	1
Savannah State College	1	1	4	3
Valdosta State College	9	2	5	2
West Georgia College	7	1	7	5
Abraham Baldwin Agric. College	4	1	5	5
Albany Junior College	-	-	7	-
Brunswick Junior College	1	-	-	1
Clayton Junior College	-	2	2	-
Dalton Junior College	1	-	5	-
Floyd Junior College	-	-	-	1
Gainesville Junior College	4	-	3	2
Kennesaw Junior College	5	3	5	1
Macon Junior College	-	-	-	2
Middle Georgia College	4	-	-	3
South Georgia College	5	1	-	-
	76	59	81	60

Leaves granted by the Board for the purpose of advanced study have been a productive means of upgrading the faculties in most of the colleges of the University System of Georgia. For example, approximately 35 members of the present faculties of the three predominantly black colleges completed work on doctoral degrees as a result of leaves granted by the Board.

E. University System Appropriation and Institutional Allocation Procedures.

The Board of Regents employs a highly focused approach to the Legislature in its appropriation request. The budget request is submitted through the Governor to the Legislature. The request embraces all activities of the University System, including resident instruction and special activities, such as the Eugene Talmadge Memorial Hospital, Agricultural and Engineering Experiment Stations, and other organized activities. The Governor's recommendation to the Legislature is followed by the Chancellor's presentation of the University System's request to the Appropriations Committee of the House and Senate. The Legislature appropriates funds for the University System in the final appropriation bill. All funds for the support of resident instruction are received either as personal services or operating expense monies. The detailed utilization of these funds is left to the discretion of the Board of Regents.

The Board of Regents allocates operating funds to the several institutions as the culminating step in an extended evaluation process. Individual budget conferences are held with each institution of the System during the months of October and November under the

general direction of the Associate Vice Chancellor. The presidents present their needs and plans for the institution for the new fiscal year beginning July 1. This conference is comprehensive in scope. The president is given the opportunity to present any problem that he feels should be discussed. The range of these discussions is from students, faculty, finances, and facilities to general morale of the institution. Results of this initial conference are correlated with reports on the academic, physical, and fiscal aspects of the individual institution. A second budget conference is held in March and April. Tentative budget allocations are made to the institution at this conference for the new fiscal year. The presidents are given advance information, and they are prepared to discuss the adequacy or inadequacy of the allocations at this meeting. In this total process, the Board of Regents is concerned with trying to meet, out of available funds, the needs of each of the institutions. Specific fiscal problems related to desegregation of System institutions are addressed through the general institutional allocation. Details are presented in Part B.

F. Physical Plant and Campus Development

A major responsibility of the Board of Regents is the provision of an adequate physical plant and associated campus environment for each of the University System institutions. The application of resources must be done in an even-handed manner resulting in maximum quality, attainable subject to the limited resources available.

Direct Regents' expenditure authority is limited to property owned by the Board of Regents. However, informal efforts involving local and state government and private individuals are pursued wherever the results of such efforts are believed to be in the best interests of the University System. These informal efforts are primarily related to street relocation and paving projects and urban renewal and improvement programs. The level of success is highly dependent on local political and social factors as well as upon the more tangible matter of availability of funds to the parties concerned. This type of cooperation with external agencies and individuals will be continued as an important aspect of this Plan.

University System construction project priorities are established under the direction of the Vice Chancellor for Construction and Physical Plant. All projects are evaluated by the Buildings and Grounds Committee of the Board of Regents and must be approved by the action of the full Board.

The development of construction priorities proceeds in a systematic, need-oriented manner. A statistical record is maintained

on the utilization of all teaching stations and student stations in all academic facilities in each of the institutions of the University System. This computer based statistical analysis is updated yearly. The Management Information Group of the Regents' Office staff develops detailed utilization information from this data base.

A formal annual request is presented to the Chancellor by the president of each institution providing priority recommendations for new capital outlay projects. Each institutional list may be modified at any time by the president.

The Vice Chancellor for Construction and Physical Plant and his staff are construction industry professionals. They have developed an accumulated knowledge of the physical plant condition and needs of each institution. Based upon the presidents' requests, as substantiated by the statistical information and the staff's personal knowledge of the needs of the institutions, the Vice Chancellor for Construction and Physical Plant recommends a list of proposed projects to the Chancellor. After review and possible attendant modification by the Chancellor, this list of projects is recommended, at the appropriate time, to the Board of Regents as the proposed Capital Outlay Program.

The Vice Chancellor for Construction and Physical Plant also has the responsibility for the identification and implementation of rehabilitation projects and for the overall supervision of the University System Preventive Maintenance Program.

Materials describing the general physical plant condition and campus environment for each institution, together with a chronological

tabulation of recent construction and rehabilitation projects are presented in the supplement to this Plan. An analysis of this data is presented in Part B. A meaningful institutional comparison based on these descriptions and data requires simultaneous consideration of institutions of like type, size, and vintage.

Projected total captial outlay expenditures by the Board of Regents are expected to be comparable with those of recent years; e.g., in the broad range of eleven to twenty-two million dollars per year. These expenditures will continue to be made on a System-wide priority basis. No funds will be utilized in a manner which knowingly will impede the continued desegregation of the University System. Development of the total spectrum of facilities on the predominantly black campuses will be continued commensurate with enrollment projections. Quality improvement, particularly in the areas of campus appearance and preventive maintenance, will be emphasized by the staff of the Vice Chancellor for Construction and Physical Plant. Details of these projected actions are presented in Part B.

Part B

PROJECTED CRITICAL ACTIONS

Part A of this Plan describes the comprehensive interrelated policies and procedures of the University System which have contributed to the current substantial level of System desegregation. These developed approaches will constitute a major portion of the thrust toward continued accomplishments in this area.

Additional factors, detailed in the April 26, 1974 letter from Mr. Peter Holmes of HEW to Chancellor George L. Simpson of the University System, have been identified in the ongoing review process as potentially beneficial to the achievement of further desegregation.

This section addresses in an explicit, structured manner the "critical action" identified in the April 26, 1974 letter of Mr. Holmes. Cross references are provided to the basic general discussions of Part A of this Plan and to Mr. Holmes' letter. The Board of Regents commits itself to the implementation of each of the processes described in this section.

I. RESOURCES

This section presents a comparative analysis of the resources provided to each of the three predominantly black institutions of the University System of Georgia and the nine predominantly white senior colleges.

Basic data are provided in the general areas of facilities, per capita allocations and expenditures, student financial aid derived from State sources, academic programs and degree offerings, library holdings, and faculty credentials. A basic comparative analysis of the type possible in the time available for the preparation of this document accompanies each data set. The Board of Regents commits itself to a more detailed analysis of each area as an integral part of the implementation of this Plan. Results of such analysis will be incorporated into University System resource development and allocation processes.

A. Physical Facilities

Reference: Section A-a (Letter)
Part A, IV-F (Plan)

The following narrative and Tables A and B include a comparison of construction projects at the senior colleges of the University System undertaken during the period January 1, 1967 to April 15, 1974. Data on rehabilitation projects for the fiscal years FY '69 - FY '74 and land purchase projects for FY '74 are also included. A narrative description of each campus and its environment is provided for the purpose of defining the general context in which a comparative analysis must be made.

Table A includes all senior college projects currently authorized by the Board of Regents. Projects are indentified as being

completed, under construction, or not under construction by the symbols C, UC, and NUC, respectively. New construction projects authorized by the Board subsequent to the preparation of this Plan will be reported to HEW on a semiannual basis.

These basic data do not reveal any obvious discrimination in facilities development at the comparable predominantly black and predominantly white senior colleges. However, since there is always a possibility that subtle indirect factors may be involved, the Vice Chancellor for Construction and Physical Plant will conduct an additional detailed analysis based on facilities utilization data currently provided through the University System Management Information System. This analysis will be initiated July 1, 1974 and is expected to require approximately six months. Results of the analysis will be incorporated into the construction priority determinations of the Board of Regents.

A report on the significant results of this facilities analysis will be incorporated into the first semiannual report to HEW on implementation aspects of this Plan.

There are six institutions in the University System which are comparable in enrollment and in academic programs and all six of these are historically older campuses which have been rebuilt and modernized to the extent possible with the resources provided to the Board of Regents. These are Albany State College, Georgia College, Georgia Southwestern College, North Georgia College and Savannah State College. Three of these are predominantly black institutions and three are predominantly white institutions. All six of these institutions are residential, having dormitories and food service facilities. They are the most comparable group in the University System. There is an additional group

of six senior colleges which are not considered comparable either as a consequence of their relative size or the fact that they are commuting institutions. This group is comprised of Armstrong State Collge, Augusta College, Valdosta State College, Columbus College, Georgia Southern College and West Georgia College. These noncomparable institutions are included in this preliminary analysis only for purposes of completeness.

New dormitory construction has recently been completed at nine of these institutions. We are currently not projecting any more dormitories at nay institutions in the University System. The cost per bed at each of the nine institutions of these recent dormitories is as follows:

Albany State College	$4,791
Fort Valley State College	$4,377
Georgia College	$4,757
Georgia Southwestern College	$4,120
North Georgia College	$6,821
Savannah State College	$4,926
Armstrong State College	0
Augusta College	0
Columbus College	0
Georgia Southern College	$3,972
Valdosta State College	$4,503
West Georgia College	$5,033

We realize that the cost per bed at North Georgia College is considerably in excess of any of the other comparable institutions and this is explained by two factors. The cost of the construction in the north Georgia mountains in a small community of 3,000 persons, as opposed to construction in populous cities and areas in south and central Georgia, plus the fact that the dormitory at North Georgia

College, which is still under construction, was the last one started and suffered from the present inflation trend in the construction industry. It is of no greater quality than the dormitories already finished and in use at the five other institutions.

Food service for residential and commuter students at each of these institutions is provided by student centers and/or dining halls at all of the colleges. All of the institutions have relatively new food service and/or student center facilities finished within the last ten years. The following chart gives the date funds were authorized for the facilities and the cost of the facilities:

Albany State College	1965	$ 487,371
Fort Valley State College	1967	1,235,866
Georgia College	1967	1,720,002
Georgia Southwestern College	1965	874,666
North Georgia College	1965	1,281,962
Savannah State College	1966	1,201,773
Armstrong State College	1967	725,578
Augusta College	1966	784,475
Columbus College	1967	763,776
Georgia Southern College	1965	967,766
Valdosta State College	1968	780,035
West Georgia College	1968	1,636,836

All of these institutions have academic facilities of varying quality depending upon their age. We are attempting to build new classroom facilities in all institutions in the System as rapidly as funds are available. Within the last five years we have authorized design and are constructing new classroom buildings in this group of institutions as indicated in the following chart

with the budgets for the buildings as shown:

Albany State College	$ 1,295,480
Fort Valley State College	1,491,887
Georgia College	0
Georgia Southwestern College	1,117,109
North Georgia College	0
Savannah State College	1,384,430
Armstrong State College	2,673,968
Augusta College	1,156,729
Columbus College	4,037,134
Georgia Southern College	3,978,226
Valdosta State College	3,365,895
West Georgia College	2,095,515

Within the last ten years we have authorized, designed and/or constructed new libraries at this group of institutions and the budgets for these buildings at each institutions are shown below:

Albany State College	$ 406,948
Fort Valley State College	2,069,697
Georgia College	813,929
Georgia Southwestern College	1,405,287
North Georgia College	864,197
Savannah State College	2,600,000
Armstrong State College	1,085,170
Augusta College	2,600,000
Columbus College	2,268,735
Georgia Southern College	4,137,437
Valdosta State College	2,042,425
West Georgia College	0

The buildings at Augusta, Columbus, Fort Valley State College, Georgia Southern College, Georgia Southwestern College, North Georgia College, Savannah State College, and Valdosta State College are complete new library learning resource centers. The buildings at Albany State College, Armstrong State College, and Georgia College are additions to the existing libraries. The new library at West Georgia is part of a group of 3 academic buildings built as a single project. Most of these institutions were started many years ago and in most cases the administration building is a building inherited by the University System with the college. Since the age of these buildings vary, the only comparable way to compare them is on a gross square foot basis. The following chart gives the date the administration buildings were built and the gross square feet per building.

	Built	Sq.Ft.
Albany State College	1921	13,096
Fort Valley State College	1925	6,347
Georgia College	1925	39,689
Georgia Southwestern College	1918	27,371
North Georgia College	1879	22,004
Savannah State College	1923	17,695
Armstrong State College	1965	16,970
Augusta College	1826	15,531
Columbus College	1966	14,301
Georgia Southern College	1907	40,092
Valdosta State College	1966	25,000
West Georgia College	1938	9,808

Georgia College, Georgia Southwestern College and Savannah State College have had some recent modernization. We have planned to replace the administration building at Fort Valley State College as soon as funds are provided. As an interim measure we have authorized utilization of an older dormitory for administrative space at Fort Valley State College. At Valdosta State College, the administration is in a new facility, but the old administration building is partially used for administration. At West Georgia College, the old administration building has been abandoned and is being demolished. The West Georgia administration is in temporarily converted quarters in dormitories and an old library. In any old campus, such as the six identified as comparable in this analysis, it is fiscally impossible to replace many of the existing buildings. There is no question that there are many buildings on all six of these campuses which justify renovation and modernization. We have undertaken this at all six campuses to the extent that funds have been made available to us. Of the six campuses, there is absolutely no question but that the existing old facilities at Georgia College are in far worse condition than any of the facilities at any of the three predominantly black institutions. All of the existing facilities at all six colleges, except Georgia College, are utilized in some manner. At Georgia College, we have buildings which are unusable because of structural conditions and these are standing vacant.

TABLE A

COMPARISON OF CONSTRUCTION AT FOUR YEAR SCHOOLS
JANUARY 1, 1967 TO APRIL 15, 1974

5/9/74

INSTITUTION	1973 ENROLLMENT (HEAD COUNT)	TOTAL CONSTRUCTION PROJECT COSTS	AVERAGE PROJECT COST PER STUDENT	TOTAL PROJECT SQ.FT.	AVERAGE SQ.FT. PER STUDENT	AVERAGE COST PER SQ.FT.
ALBANY STATE	1,733	4,517,259	2,607	154,167	89	29.30
ARMSTRONG STATE	2,977	3,407,026	1,144	96,058	32	35.47
AUGUSTA COLLEGE	3,484	4,541,204	1,303	173,277	50	26.21
COLUMBUS COLLEGE	4,854	8,517,048	1,755	285,411	59	29.84
FORT VALLEY STATE	1,835	7,667,236	4,178	224,227	122	34.19
GEORGIA COLLEGE	2,840	7,554,929	2,660	205,031	72	36.85
GEORGIA SOUTHERN	5,921	13,942,053	2,355	487,265	82	28.61
GEORGIA SOUTHWESTERN	2,439	8,010,908	3,285	341,704	140	23.44
NORTH GEORGIA	1,397	4,347,405	3,112	116,231	83	37.40
SAVANNAH STATE	2,257	8,988,467	3,982	287,409	127	31.27
VALDOSTA STATE	4,405	10,477,632	2,379	407,949	93	25.68
WEST GEORGIA COLLEGE	5,201	13,518,329	2,599	500,357	96	27.02
	39,343	95,489,496	2,427	3,279,086	83	29.12

TABLE B
CONSTRUCTION PROJECT DETAIL

5/9/74

Institution and Project	Approximate Project Cost	Square Feet
ALBANY STATE COLLEGE		
Student Health Center (V-18)	$ 154,701 C	5,197 Sq.Ft.
Addition to Library (R-25)	406,948 C	18,782
Dormitory (R-26) 200	917,859 C	35,833
Alteration for Business & Nursing Division	112,408 C	--
Plaza	35,067 C	--
Alterations & Improve. to Caroline Hall	111,496 C	--
Campus Development	44,795 C	--
Dormitory (T-7) 200	998,505 C	41,887
Classroom Building (G-19)	1,295,480 NUC	33,000
Physical Plant Building (T-37)	440,000 NUC	19,468
	$4,517,259	154,167 Sq.Ft.
FORT VALLEY STATE COLLEGE		
Conversion of Patton Hall (V-12)	$ 339,012 C	16,779 Sq.Ft.
Warehouse-Maintenance Building (R-18)	175,179 C	12,916
Dormitory (R-19) 200	875,484 C	40,130
Electrical Renovation - 3 Buildings	85,352 C	--
Renovation of Peabody Trades Building	181,679 C	--
Campus Fencing	19,848 C	--
Storm Drainage	26,530 C	--
Sewage System Improvements	78,320 C	--
Annex to Moore Hall (M-9)	629,733 UC	11,086
Food Service Building (R-17)	707,315 C	28,845
Library (T-34)	2,069,697 UC	66,525
Infirmary (T-35)	382,592 UC	7,946
Classroom Building (G-20)	1,491,887 NUC	40,000
Renovation of Davison Hall (S-44)	604,608 NUC	--
	$7,667,236	224,227 Sq.Ft.

Institution and Project	Approximate Project Cost		Square Feet	
GEORGIA COLLEGE				
Rehabilitation of Mansion	$ 244,043	C	--	Sq.Ft.
Peabody Lab School Parking	8,400	C	--	
Renovation of Bell Hall Annex	126,401	C	--	
Physical Education Outdoor Facility	149,953	C	--	
Student Services Building (V-20)	1,720,002	UC	54,350	
Addition to Science Building (R-27)	1,224,394	UC	28,381	
Dormitory (R-28) 400	1,903,041	UC	79,424	
Physical Education Building (S-33)	571,300	UC	13,876	
Education Center (G-28)	1,607,395	NUC	29,000	
	$ 7,554,929		205,031	Sq.Ft.
GEORGIA SOUTHWESTERN COLLEGE				
Classroom and Office Building (J-25)	$ 189,728	C	7,950	Sq.Ft.
Classroom Building (V-24)	492,682	C	21,484	
Addition to Science Building (R-29)	975,942	C	30,835	
Dormitory (R-30) 300	1,147,328	C	59,275	
Electrical Distribution System - Phase I	90,508	C	--	
Air Conditioning of Gym & P.E. Building	76,650	C	--	
Library (S-15)	1,405,287	C	56,873	
Dormitory (S-20) 300	1,324,612	C	59,575	
Conversion of Administration Building	227,349	C	27,371	
Warehouse-Shop Building	61,453	C	7,164	
Addition to Dormitory (T-8) 120	785,510	UC	36,230	
Addition to Warehouse-Shop Building (J-29)	116,750	C	8,897	
Classroom-Office Building (G-18)	1,117,109	C	36,050	
	$8,010,908		341,704	Sq.Ft.

5/9/74

Institution and Project	Approximate Project Cost	Square Feet
NORTH GEORGIA COLLEGE		
Air Conditioning Sirmons Hall	$ 31,530 C	-- Sq.Ft.
Rewiring Lewis Hall	34,576 C	--
Ventilation - Swimming Pool	14,980 C	--
Warehouse & Shop Building (O-66)	449,665 C	22,815
Library (T-1)	864,197 C	33,512
Dormitory (T-36) 300	2,046,202 UC	59,904
Library Conversion (M-15)	362,535 UC	--
Remodeling Academic Building(BR-68-02)	543,720 UC	--
	$4,347,405	116,231 Sq.Ft.
SAVANNAH STATE COLLEGE		
Warehouse & Shop Building (J-28)	$ 277,496 C	11,780 Sq.Ft.
Student Center & Food Service Bldg.(V-13 & V-14)	1,190,773 C	49,279
Steam Distribution System (S-22)	248,545 C	--
Sewer Lift Station	8,050 C	--
Extension of Water Distribution System	25,932 C	--
Water Supply & Distribution System	131,761 C	--
Sanitary Sewers, Repairs and Modifications	3,583 C	--
Air Conditioning Library	7,621 C	--
Meldrim & Hill Hall, Electrical System	31,000 C	--
Science Building (R-23)	1,226,612 C	37,492
Dormitory (R-24) 200	975,973 C	42,237
Dormitory (T-6) 200	994,502 C	41,649
Football Field, Seating, Lighting, Tennis Ct.	143,665 C	--
Library (Z-14)	1,934,284 NUC	61,972
Classroom Building (G-21)	1,384,430 NUC	33,000
Field House and Armory (M-11)	404,240 NUC	10,000
	$8,988,467	287,409 Sq.Ft.

5/9/74

Institution and Project	Approximate Project Cost	Square Feet
ARMSTRONG STATE COLLEGE		
Fine Arts Building (T-15)	$2,321,856 UC	68,220 Sq.Ft.
Addition to Library (Z-22)	1,085,170	27,838
	$3,407,026	96,058 Sq.Ft.
AUGUSTA COLLEGE		
Student Services Building 113-114 (V-23)	$ 784,475 C	41,434 Sq.Ft.
Conversion of Bldg.107-108 Academic (V-22)	185,927 C	12,996
Classroom Building (S-34)	970,802 UC	38,600
Library (M-13)	2,600,000 NUC	80,247
	$4,541,204	173,277 Sq.Ft.
COLUMBUS COLLEGE		
Paramedical Building (S-11)	$ 615,421 C	24,300 Sq.Ft.
Faculty Office Building (V-44)	515,689 C	20,869
Addition to Warehouse Building (T-20)	165,879 C	5,929
Library (Z-4)	2,268,735 UC	99,259
Lecture Hall (S-42)	1,273,384 UC	29,133
Administration Building Addn. (M-17)	914,190 UC	22,018
Continuing Education Building (BR-63-01)	1,038,750 UC	37,012
Classroom Building (M-33)	1,725,000 NUC	46,891
	$ 8,517,048	285,411 Sq.Ft.

Institution and Project	Approximate Project Cost		Square Feet
GEORGIA SOUTHERN COLLEGE			
Warehouse-Shop Building (J-26)	$ 279,966	C	23,083 Sq.Ft.
Education-Classroom Building (R-12)	1,712,036	C	73,325
Dormitory (R-13) 400	1,588,678	C	79,850
Addition to Science Building (S-14)	2,243,814	UC	86,464
Classroom-Office Building (T-2)	1,081,966	C	41,795
Family Life Center (Z-2)	318,856	C	9,420
Library (Z-5)	4,137,437	UC	136,712
Home Management Houses (S-37)	333,590	NUC	8,612
Electrical Distribution System (S-41)	995,710	UC	--
Air Conditioning of Physical Education Bldg.	250,000	C	--
Infirmary (M-38)	850,000	NUC	15,404
Demonstration School Addition (Z-27)	150,000	NUC	12,600
	$13,942,053		487,265 Sq.Ft.
VALDOSTA STATE COLLEGE			
Dormitory (R-22) 500	$2,218,160	C	101,970 Sq.Ft.
Addition to Dining Hall (R-21)	780,035	C	15,400
Dormitory (S-21) 300	1,384,449	C	60,264
Addition to Science & Administration Bldg.(T-9)	1,309,007	C	50,328
Library (T-3)	2,042,425	UC	86,580
Education Center (G-16)	1,790,379	C	71,070
Remodel Nursing Building (Z-10)	266,509	UC	10,030
Bookstore (S-40)	686,668	NUC	12,307
	$10,477,632		407,949 Sq.Ft.

5/9/74

Institution and Project	Approximate Project Cost	Square Feet
WEST GEORGIA COLLEGE		
Education-Classroom Building (R-14)	$1,709,957 C	76,060 Sq.Ft.
Dormitory (R-15) 300	1,276,408 C	60,848
Dormitory (R-16) 300	1,666,590 C	60,633
Biology-Chemistry Building (S-12)	2,095,515 C	73,490
Health Center (S-23)	385,454 C	9,560
Addition to Dormitory (S-24) 140	692,277 C	26,000
Dormitory (T-5) 300	1,446,781 C	47,800
Warehouse-Shop Building (G-14)	308,258 C	20,115
Dormitory (S-19) 400	2,153,003 C	79,871
Compl. Elec.Dist. & Campus Lighting System	147,250 C	--
Food Service Building (Z-6)	1,636,836 UC	45,980
	$13,518,329	500,357 Sq.Ft.

REHABILITATION PROJECTS FY-74

UNIVERSITY OF GEORGIA		
Fine Arts Building Feasibility Study	$ 6,000	
Livestock Facility (BR-10-02) Addn. Funds (CPES)	500	
		$ 6,500
GEORGIA EXPERIMENT STATION (Griffin)		
Roof Replacement Shops	$ 10,000	
Parapet Repairs - Stuckey Building	2,400	
Water System Improvements	41,000	
		53,400
SKIDAWAY INSTITUTE OF OCEANOGRAPHY		
Well Chlorinators	$ 12,000	
Convert Open Building to Shops	20,000	
Sidewalks - Life Science Building	2,000	
Preliminary Design Study - Laboratory	3,000	
Design Fee - Electrical Distribution System - Phase II	6,000	
		43,000
GEORGIA INSTITUTE OF TECHNOLOGY		
Southern Tech Athletic Field	$ 50,000	
Biological Laboratory Conversions	50,000	
Mechanical Engineering Office Conversions	30,000	
I.E. & Systems Engineering Conversions	20,000	
Urbar Renewal Funds	8,500	
Replace Parts of Kitchen Floor - Student Center	7,700	
		166,200
GEORGIA STATE UNIVERSITY		
Land	$ 38,150	
Kitchen Equipment	77,000	
Fence at Indian Creek and Honor Farm	20,000	
P.E. Area - Handball and Jogging	15,000	
Ceramic Studio	16,500	
Remodeling Kell Hall & Sparks Hall from Moves to Urban Life	100,000	
		266,650
MEDICAL COLLEGE OF GEORGIA		
ETMH Kitchen Conversion	$100,000	
ETMH Electrical Systems	250,000	
ETMH HVAC Systems	150,000	
ETMH Relocate Utilities	60,000	
Modifications to Outpatient Clinic	67,280	
Old University Hospital Feasibility Study for Remodeling	4,000	
Standby Electric Generator in Project No. S-43	50,000	
		$681,280
ALBANY STATE COLLEGE		
Renovate McIntosh Hall	$ 25,000	
Renovate Caroline Hall	19,200	
ROTC Renovation	6,500	
		50,700

REHABILITATION PROJECTS FY-74
Page Two

ARMSTRONG STATE COLLEGE		
Tennis Courts	$ 24,000	
Completion of Physical Plant Building	52,000	
Tennis Courts-Additional Funds to Award Contract	16,000	
		$ 92,000
AUGUSTA COLLEGE		
Convert Classrooms to Seminars	12,000	
Repairs to Parking Lot Lighting	2,000	
Electrical Lighting Parking Lot	6,000	
		20,000
COLUMBUS COLLEGE		
Remodel Newly Acquired Buildings	$ 37,500	
Campus Lighting	25,000	
Pedestrian Bridge	5,000	
Fine Arts Auditorium Acoustics	12,500	
Illges Buildings Remodeling	6,000	
		86,000
FORT VALLEY STATE COLLEGE		
Landscaping	$ 8,000	
Chemical Analysis of Water	470	
Feasibility Study - Davison Hall	3,000	
Maintenance Manual	4,000	
Supplemental Funds - Highway Department	1,800	
		17,270
GEORGIA COLLEGE		
Miscellaneous Repairs and Conversions	$ 50,000	
Design Fee - Lake Laurel Sewerage Plant	1,000	
Change Order No. 1, Electrical Dis. System. Phase III	40,000	
		91,000
GEORGIA SOUTHERN COLLEGE		
Operating Funds for Project No. S-41	$ 50,000	
Renovate Williams Center	30,000	
Storm Sewers - Pittman School	3,500	
Engineering Fee - HVAC in Administration Building	2,100	
Additional Funds - Water Supply System	2,100	
Supplemental Funds for State Highway Department Pavement	13,000	
		100,700
GEORGIA SOUTHWESTERN COLLEGE		
Raze Terrell Hall	$ 15,000	
Chemical Analysis of Water	360	
Waterproof Administration Building - Additional Funds	1,000	
		16,360

REHABILITATION PROJECTS FY-74
Page Three

NORTH GEORGIA COLLEGE		
Dining Hall Boilers	$ 30,000	
Sanford Hall Flooring	4,000	
Sirmon Hall Hot Water System	3,000	
Oil Tanks and Water Heaters	47,000	
Floor Covering Replacement - Sanford Hall	1,300	
Chemical Analysis of Water	360	
Boilers and Hot Water Generators - Old Dining Hall - Additional Funds to Award Contract	20,000	
Water Purification Services	450	
Water Treatment Expense	550	
		$106,660
SAVANNAH STATE COLLEGE		
Repair Compressor at Faculty Housing	$ 700	
Replace Mechanical System Equipment in Thirteen Buildings	29,000	
		29,700
VALDOSTA STATE COLLEGE		
Chemical Analysis of Water	$ 530	
Renovation of Pound Hall	87,000	
Water Quality Meter	5,000	
Replace Plumbing Piping - Langdale Hall	10,000	
		102,530
WEST GEORGIA COLLEGE		
P. E. Building Bleachers	$ 13,000	
Campus Lighting	8,000	
Campus Road Drainage	14,000	
Renovation of Pritchard Hall	16,000	
		51,000
ABRAHAM BALDWIN AGRICULTURAL COLLEGE		
Rehabilitate Science Building	$ 51,800	
Outside Door Replacement - Old Gym	1,800	
Chemical Analysis of Water	50	
Engineering Design Fee - Extension of Distribution System	6,000	
		59,650
ALBANY JUNIOR COLLEGE		
Physical Education Toiler Facilities	$ 20,000	
		20,000
BRUNSWICK JUNIOR COLLEGE		
Pave Sidewalks	$ 2,500	
Campus Lighting	12,000	
		14,500
CLAYTON JUNIOR COLLEGE		
Fence	$ 15,000	
		15,000

REHABILITATION PROJECTS FY-74
Page Four

DALTON JUNIOR COLLEGE		
Walks and Curbs	$ 5,000	
Swimming Pool Filters and Lights	15,000	
		$ 20,000
BAINBRIDGE JUNIOR COLLEGE		
Additional Development Funds	$ 50,000	
		50,000
FLOYD JUNIOR COLLEGE		
Chemical Storage Building	$ 500	
		500
GORDON JUNIOR COLLEGE		
Woodward Hall Offices	$ 14,000	
Remodel Connell Hall	21,000	
Preliminary Design - Lambdin Hall	1,660	
Replace Doors - Watson Hall	6,000	
Preliminary Plans - Electrical Distribution	2,500	
Reroof Connell Dormitory	7,000	
Demolition of three Buildings	28,000	
Renovation of Connell Hall	25,000	
		105,160
KENNESAW JUNIOR COLLEGE		
Curb and Gutter Parking Lot	$ 25,740	
Fence	18,000	
		43,740
MACON JUNIOR COLLEGE		
Design Fee - Transformer Depot	$ 3,000	
Design Fee - Transformer Yard	700	
		3,700
MIDDLE GEORGIA COLLEGE		
Convert Student Center	$ 30,000	
Chemical Analysis of Water	400	
Design Fee - Electrical Power Distribution	1,650	
Electrical Study - Walker Building	1,000	
Additional Equipment - Water Treatment Plant	2,200	
		35,250
SOUTH GEORGIA COLLEGE		
Flooring and Roofing - Tanner Hall	$ 11,000	
Design Fee - Tennis Courts	4,200	
Replace Flooring and Roofing - Tanner Hall	10,000	
		25,200
		$2,373,650

LAND PURCHASE PROJECTS
FY-1974 APPROPRIATION

GEORGIA INSTITUTE OF TECHNOLOGY		
To complete payment on condemnation cases in urban renewal area No. 2 for the right-of-way of Tech Parkway and western campus area	$ 95,000.00	
		$ 95,000.00
GEORGIA STATE UNIVERSITY		
Urban Renewal Property behind BA Building	100,000.00	
		100,000.00
ALBANY STATE COLLEGE		
1.785 acres owned by R. J. Free and Alvin M. Hutchison located between Radium Springs & Ga. Hwy. 3 (US 19)	51,425.00	
Appraisals of Property to be acquired for Albany State College adjacent to existing campus	2,625.00	
Boundary Line Surveys of Robert Willis & Willis Dukes property	804.00	
Boundary Line Survey of A. M. Hutchison & R. J. Free property	470.00	
Appraisals - 219-221 & 223-225 College Drive	900.00	
		56,224.00
AUGUSTA COLLEGE		
1051 Katherine Street	45,000.00	
Appraisal, Attorney's Fee, and Survey, 1051 Katherine Street	800.00	
		45,800.00
COLUMBUS COLLEGE		
46 Clearview Circle	16,833.33	
34 Clearview Circle	19,917.00	
3135 Gentian Boulevard	9,167.00	
3139 Gentian Boulevard	9,225.00	
42 Clearview Circle	26,250.00	
3923 Cody Road	15,033.33	
Legal Fees and Title Insurance	2,245.85	
55 Clearview Circle	25,283.33	
3909 Cody Road	12,833.33	
Appraisals, attorney's fees and surveys	5,211.83	
		142,000.00
NORTH GEORGIA COLLEGE		
380 East Thompson Drive	10,316.67	
		10,316.67
WEST GEORGIA COLLEGE		
To complete payment of acquisition of the Felix V. Cole property	4,000.00	
		4,000.00

LAND PURCHASE PROJECTS
FY-1974 APPROPRIATION
Page Two

ALBANY JUNIOR COLLEGE		
Appraisals and Survey	$ 4,194.84	
		$ 4,194.84
		$457,535.51

REHABILITATION PROJECTS FY-73

UNIVERSITY OF GEORGIA		
Renovation of Buildings	$ 50,000	
Water Supply - Cattle Feeding Area (CPES)	21,000	
Fan Balance, Project No. R-41	200	
Livestock Sales Facility, Phase II	152,500	
		$223,700
SKIDAWAY INSTITUTE OF OCEANOGRAPHY		
Mariculture Building	20,000	
Relocate Power Line	6,700	
Project No. M-22	43,000	
		69,700
GEORGIA INSTITUTE OF TECHNOLOGY		
Conversions of Academic Spaces	50,000	
Urban Renewal	53,000	
		103,000
SOUTHERN TECHNICAL INSTITUTE		
Athletic Field Grading	15,000	
		15,000
GEORGIA STATE UNIVERSITY		
Kell Hall Elevators Replacement	75,000	
Add to Elevator Contract	2,000	
Fence at P.E. Building	8,000	
		85,000
MEDICAL COLLEGE OF GEORGIA		
Mechanical & Electrical Studies, Talmadge Memorial Hospital	22,200	
Remodeling of Nurses Area & Teaching Spaces	100,000	
Fee for Study of Fire Towers	3,500	
Engineering for Relocation of Utilities ETMH	1,320	
		127,020
ALBANY STATE COLLEGE		
Student Center Remodeling	10,000	
Reroof Caroline Hall	30,000	
Demolition of Buildings	4,700	
Boiler Replacement Caroline Hall	10,000	
Demolition of Buildings	5,819	
		60,519

REHABILITATION PROJECTS FY-73
Page Two

ARMSTRONG STATE COLLEGE		
Tennis Courts	$ 14,000	
Compressor Repair	2,000	
		$ 16,000
AUGUSTA COLLEGE		
Design Fee - Remodel Administration Building	5,000	
Mechanical Repairs	2,700	
Roof Investigation	1,500	
Transformer Repair	1,000	
Fence of Baseball Field	2,000	
Remodel Building ZO-2	132,000	
Roof Repair Contract	17,400	
Engineering on Mechanical Repairs Contract	2,100	
		163,700
COLUMBUS COLLEGE		
Tucker Building Gas Lines	15,000	
Fine Arts Building Conversion	7,500	
Remodel Fire Station	30,000	
Acoustical Treatment (Fine Arts)	1,400	
Engineering Fee - Acoustics Work - Fine Arts	5,000	
		58,900
FORT VALLEY STATE COLLEGE		
Sewer Construction	6,700	
Renovate Davison Hall Design	5,000	
Mechanical Renovations	14,000	
Air Conditioning Repairs Contract Change Orders	13,400	
		39,100
GEORGIA COLLEGE		
Remodel Ennis Hall	32,000	
Electrical Phase III Design	9,000	
Physical Education Area	725	
Electrical Distribution System-Phase III	183,000	
		224,725
GEORGIA SOUTHERN COLLEGE		
Water Supply System	121,000	
Finance Project No. S-41	50,000	
Air Condition Gymnasium	250,000	
Water Distribution System	5,000	
Chlorinator	2,000	
Supplemental Funds for Paving	3,500	
		431,500

REHABILITATION PROJECTS FY-73
Page Three

GEORGIA SOUTHWESTERN COLLEGE		
Renovation of Buildings	$ 50,000	
Design Fee - Electrical Distribution	6,400	
		$ 56,400
NORTH GEORGIA COLLEGE		
Remodeling of Academic Building	5,000	
Electrical Distribution	750	
		5,750
SAVANNAH STATE COLLEGE		
Repair Roofs	30,000	
Control Air Coolers for Pneumatic System	1,200	
Professional Fee for Roofing	1,000	
Student Center Repairs	7,384	
Water Distribution System	4,476	
Design Boiler Plant	2,000	
Force Main Sewer	8,915	
Compressor Repair	1,500	
		56,475
VALDOSTA STATE COLLEGE		
Renovate Central Steam Distribution - Phase I	50,000	
		50,000
WEST GEORGIA COLLEGE		
Swimming Pool Pipe	8,000	
Mandeville Hall Remodeling	40,000	
Supplemental Funds for Paving	5,200	
Bio-Chemistry Building Additions	11,400	
Manometers and signs for Fume Hoods	3,000	
Design Fee - Electrical Distribution	6,400	
Gas Regulators - Project No. S-12	300	
		74,300
ABRAHAM BALDWIN AGRICULTURAL COLLEGE		
Remodel Academic Area	39,000	
Parking Lot Lighting	6,000	
		45,000
ALBANY JUNIOR COLLEGE		
Storm Sewers Design	2,000	
Lighting in Parking Lots	5,600	
Completion of Storm Sewers	29,000	
Air Conditioning Compressor Repair	2,500	
Mechanical System Alterations	10,600	
		49,700

REHABILITATION PROJECTS FY-73
Page Four

BRUNSWICK JUNIOR COLLEGE		
Campus Lighting	$ 12,000	
Vocational/Tech Remodeling	10,000	
Air Conditioning Equipment Controls	1,250	
Air Conditioning Repairs	400	
		$ 23,650
CLAYTON JUNIOR COLLEGE		
Protective Fence	15,000	
Engineering Fee - Roof of Lecture Hall	680	
Landscape Design Fee	475	
Fencing	3,891	
		20,046
DALTON JUNIOR COLLEGE		
Lights and Curbs in Parking Area	11,000	
		11,000
BAINBRIDGE JUNIOR COLLEGE		
Loose Equipment	52,000	
		52,000
FLOYD JUNIOR COLLEGE		
Acoustical Ceiling	4,000	
Food Service Alterations	3,000	
Fencing	5,800	
		12,800
GAINESVILLE JUNIOR COLLEGE		
Running Track	30,000	
Library Conversion	30,000	
		60,000
GORDON JUNIOR COLLEGE		
Dining Hall and Kitchen	30,000	
Mechanical Renovations	7,600	
Curb & Gutter	850	
Mechanical Feasibility Study	700	
Mechanical Repairs to Steam System	6,500	
Development Plans	1,000	
Roof Design Fee	2,000	
Russell Hall Controls	700	
Air Conditioning Unit Repair Woodward Hall	500	
		49,850

REHABILITATION PROJECTS FY-73
Page Five

KENNESAW JUNIOR COLLEGE		
Replace Chalkboards	$ 7,000	
Caulking	6,500	
Electrical Design Fee	3,000	
		$ 16,500
MIDDLE GEORGIA COLLEGE		
Sanitary Sewers	17,000	
Convert Old Student Center	20,000	
Sewer Construction	3,000	
		40,000
SOUTH GEORGIA COLLEGE		
Peterson Hall Design	3,000	
Boiler Study Fee	800	
Roof Repairs	1,865	
Replace Transformer	3,000	
		8,665
		$2,250,000

REHABILITATION PROJECTS FY-72

UNIVERSITY OF GEORGIA		
Balance on RDC Project	$ 2,000	
Temporary Boilers at Steam Plant	18,000	
Steam Plant Boiler Rental	7,200	
Home Economics Bldg.(Changes in Transformer & Demon. Board)	2,000	
Rental on Temporary Boilers	7,000	
Rental on Temporary Boilers	6,400	
Rental on Temporary Boilers	6,000	
Design Fee, Livestock Sales Facility (CPES)	4,000	
Modify Fune Hoods - School of Forestry	850	
Administration Building (G-15)	20	
Livestock Sales Facility	65,000	
Boiler Rental	7,300	
		$125,770
GEORGIA INSTITUTE OF TECHNOLOGY		
Coliseum Reparations	$ 15,000	
Design Study Research Area	2,000	
Balance on Coliseum Repairs	14,000	
Final Fee on Coliseum Repairs	350	
Master Electrical Plan	3,000	
		34,350
GEORGIA STATE UNIVERSITY		
Science Remodeling, Kell Hall	$ 75,000	
Funds to complete Kell Hall, 6th Floor	30,000	
		105,000
MEDICAL COLLEGE OF GEORGIA		
Boiler Changes for Safety Controls	$ 2,000	
Change Lock System in Dental Clinical Services Building	7,500	
		9,500
ALBANY STATE COLLEGE		
Remodel Administration Building	$120,000	
Lighting for Mall	6,800	
Change Water Meters	950	
Descale Condensers and add Thermometers on Chills in Sci.Bdg.	500	
Repair Lift Station	8,000	
		136,250
AUGUSTA COLLEGE		
Change Order to Grading Contract	$ 2,000	
Replacement of Electrical Cable	3,500	
		5,500

REHABILITATION PROJECTS FY-72
Page Two

COLUMBUS COLLEGE		
Conversion of Biology Laboratories	$ 33,000	
Replace Chilled Water Pump	2,500	
Relocate and repair gas lines and meter	11,500	
Replace Gas lines in Biology Areas	2,000	
		$ 49,000
FORT VALLEY STATE COLLEGE		
Storm Sewers	$ 2,000	
		2,000
GEORGIA COLLEGE		
Electrical Distribution System	$ 70,000	
Water Supply at Physical Education Area	15,000	
Replace Hot Water Tanks	2,000	
Survey Fee for Storm Sewers	325	
Replace Air Conditioning/Heating Prime Unit at Mansion	10,000	
Reinforce Ceiling Beams	3,200	
Rebuild Auditorium Ceiling	15,000	
Replace Dormitory Doors	3,500	
		119,025
GEORGIA SOUTHERN COLLEGE		
Conversion of Spaces	$ 35,000	
Extra depth on Well Pumps	4,000	
Curb and Gutter at Parking Lot	3,000	
Replace Grease Traps at Student Ctr and Food Service Bldg.	1,500	
Design Water Supply	5,000	
		48,500
GEORGIA SOUTHWESTERN COLLEGE		
Electrical Distribution System	$ 40,000	
Pavement at Warehouse	600	
		40,600
NORTH GEORGIA COLLEGE		
Boiler Replacement	$ 25,000	
Rental of Temporary Boiler	2,000	
Feasibility Study Academic Building	1,500	
		28,500
SAVANNAH STATE COLLEGE		
Rebuild Sanitary Sewer	$ 5,000	
Renovate Electrical at Two Buildings	45,000	
		50,000

REHABILITATION PROJECTS FY-72
Page Three

VALDOSTA STATE COLLEGE		
Develop Library Mall	$ 35,000	
		$ 35,000
WEST GEORGIA COLLEGE		
Remodel President's Home	$ 10,000	
Gravel Pavement and Storm Drainage at Student Center	10,000	
Engineering for Sewer	1,030	
Lock Cores and Shower Curbs	3,500	
		24,530
ABRAHAM BALDWIN AGRICULTURE COLLEGE		
Relocate Farm Buildings	$ 44,500	
Repair Chiller in Classroom Building	3,500	
Design Fee for Lighting	1,750	
		49,750
ALBANY JUNIOR COLLEGE		
Storm Sewers	$ 13,000	
Storm Sewer Construction	7,000	
Storm Sewers	2,500	
Replace Buried Piping	200	
		22,700
BRUNSWICK JUNIOR COLLEGE		
Miscellaneous Small Conversions and Additions	$ 20,500	
Install Change Over Air Conditioning Switch	325	
		20,825
DALTON JUNIOR COLLEGE		
Landscaping Material for Parking Lot Screen	$ 225	
		225
GAINESVILLE JUNIOR COLLEGE		
Additional Funds for Physical Education Area	$ 1,200	
		1,200
KENNESAW JUNIOR COLLEGE		
Library Bookshelves	$ 30,000	
Rework Mechanical System	2,000	
Electrical Study - Design Fee	2,500	
Relocate Telephone Lines	2,000	
		36,500
MIDDLE GEORGIA COLLEGE		
Architect's fee - Classroom Building	$ 12,000	
Design Allocation - Conversions	5,000	
Parking Lot and Roads (shar in $118,800 Project)	13,800	
Lights in Parking Lot	12,000	
Sewerage Design Fee	675	
Parking Lot Pavement Supplement	1,800	
		45,275

REHABILITATION PROJECTS FY-72
Page Four

SOUTH GEORGIA COLLEGE		
Design Fee to Convert Davis Hall	$ 5,000	
Auditorium Seats and Reroofing Old Gymnasium	1,000	
Re-roof Peterson Hall	4,000	
		$ 10,000
		$1,000,000

SUPPLEMENTAL APPROPRIATION BILL FY-1972
LAND FUND ALLOCATIONS

UNIVERSITY OF GEORGIA, Coastal Plain Experiment Station	$254,000
GEORGIA INSTITUTE OF TECHNOLOGY	315,000
GEORGIA STATE UNIVERSITY	210,000
MEDICAL COLLEGE OF GEORGIA	480,000
ALBANY STATE COLLEGE	86,500
AUGUSTA COLLEGE	28,500
COLUMBUS COLLEGE	24,250
NORTH GEORGIA COLLEGE	36,600
WEST GEORGIA COLLEGE	128,150
SOUTH GEORGIA COLLEGE	53,000
	$1,616,000

REHABILITATION PROJECTS FY-71

UNIVERSITY OF GEORGIA		
Design Hardeman Hall Renovation	$ 5,000	
Feasibility Study for Conner Hall	5,000	
Master Plan for Electrical Distribution System	10,000	
Remodel Hardeman Hall	65,000	
Appraisals of Georgia Experiment Station	2,000	
		$ 87,000
GEORGIA INSTITUTE OF TECHNOLOGY		
Design to correct Alexander Memorial Coliseum Settlement	$ 3,000	
Design Study and Test on Coliseum	4,250	
		7,250
GEORGIA STATE UNIVERSITY		
Ventilating System for Kell Hall	$ 20,000	
Hot Water and Drain Lines for Kell Hall	10,000	
Remodel Sixth Floor Kell Hall	100,000	
		130,000
MEDICAL COLLEGE OF GEORGIA		
Repairs to Boilers	$ 40,000	
Design for New Chiller and Cooling Tower	6,000	
Replacement of Chiller and Appurtenances	100,000	
		146,000
ALBANY STATE COLLEGE		
Design for Caroline Hall Renovation	$ 6,000	
		6,000
ARMSTRONG STATE COLLEGE		
Remodel Administration and Science Building	$ 70,000	
To supplement institution funds to build band and storage rooms	15,000	
		85,000
AUGUSTA COLLEGE		
Design for Conversion of two Classroom Buildings 101-102	$ 3,000	
Replace dangerous electrical lines	6,000	
For relocating water line	9,350	
Outside Physical Education teaching area development	30.000	
Repair air conditioner compressor	1,900	
Additional outside Physical Education Facilities	7,000	
		57,250
COLUMBUS COLLEGE		
Extension of PBX Conduit System	10,000	
Relocation of Algonquin Drive	3,500	
Acoustical Consultant Fee	1,115	
Architect's Fee in Biology Department remodeling	3,000	
		17,615

REHABILITATION PROJECTS FY-71
Page Two

FORT VALLEY STATE COLLEGE		
Design Academic Building Remodeling	$ 9,000	
Design Landscaping for two buildings	1,000	
Renovation of Faculty House	20,000	
Paving of Parking Lots	2,500	
		$ 32,500
GEORGIA COLLEGE		
Design of Physical Education Area	10,000	
Replace Burners on Boilers at Central Plant	10,000	
Design Phase II Electrical Distribution System	2,000	
Design Front Mall Development	1,000	
Construct outdoor physical education facility	150,000	
Physical Education Area	3,000	
Repairs to two air-conditioning compressors	14,500	
		190,500
GEORGIA SOUTHERN COLLEGE		
Chemical Storage Building	25,000	
Replace three Old Boilers	15,000	
Remodeling in auditorium, ducts for fume hoods, and mechanical and electrical replacements	30,500	
		70,500
GEORGIA SOUTHWESTERN COLLEGE		
Completion of Electrical Distribution System-Phase I	20,000	
Design for Phase II of Electrical Distribution System	5,000	
		25,000
NORTH GEORGIA COLLEGE		
Rewire Lewis Hall	35,000	
Fee for Mobile Housing Unit Study	500	
Remodel Dormitories	75,000	
		110,500
SAVANNAH STATE COLLEGE		
Design Campus Water System	4,000	
Design for Conversion of two Floors in Hill Hall	4,000	
Installation of 6" Gate Valve and Manhole on Regents' Water Line	670	
Water Supply System	40,000	
Water System Improvements	33,051	
Water supply on the east campus	62,000	
		143,721

REHABILITATION PROJECTS FY-71
Page Three

VALDOSTA STATE COLLEGE		
Design Electrical Distribution System-Phase I	$ 4,000	
Design West Hall Renovation	10,000	
Design Fee - Student Center Study	2,550	
		$ 16,550
WEST GEORGIA COLLEGE		
Design Outdoor Physical Education Area	3,000	
Construct outdoor physical education facility	50,000	
Boiler and Hot Water Heater - Aycock Hall, repairs to Electrical System, service drive to Health Center	10,000	
		63,000
ABRAHAM BALDWIN AGRICULTURAL COLLEGE		
Design Farm Buildings	4,000	
Engineering Studies for Mechanical Equipment changes	1,569	
Air Condition Creswell Hall Dormitory	15,000	
Parking Lot Lights Design	2,250	
		22,819
ALBANY JUNIOR COLLEGE		
Outdoor Physical Education Area	15,000	
		15,000
BRUNSWICK JUNIOR COLLEGE		
Conversion of Rooms and Soundproofing	3,000	
Extension of Water Main	1,500	
		4,500
CLAYTON JUNIOR COLLEGE		
Complete Dental Hygiene Area	30,000	
For Roof Alterations	1,250	
		31,250
DALTON JUNIOR COLLEGE		
Develop Outdoor Physical Education Area	15,000	
		15,000
GAINESVILLE JUNIOR COLLEGE		
Design Landscape for Classroom Building	500	
Supplement Institution Funds for Tennis Courts	20,000	
Physical Education Area	5,000	
		25,500

REHABILITATION PROJECTS FY-71
Page Four

KENNESAW JUNIOR COLLEGE		
Additions to Sidewalks	$ 10,000	
		$ 10,000
MIDDLE GEORGIA COLLEGE		
Complete Swimming Pool Rehabilitation	15,000	
Design Study of Electric System	3,000	
Water Treatment Plant	7,200	
To add water purification plant to the new well system	60,000	
		85,200
SOUTH GEORGIA COLLEGE		
Complete Air Conditioning of Three Dorms	40,000	
Materials to remodel old Language Building	25,000	
		65,000
		$1,462,655

REHABILITATION PROJECTS FY-70

GEORGIA STATE UNIVERSITY		
Convert Power Company Building to Offices	$ 75,000	$ 75,000
AUGUSTA COLLEGE		
To provide for payment of architectural and engineering fees for re-building electrical distribution line and rewiring Music Building	$ 3,300	3,300
GEORGIA COLLEGE		
Electrical Distribution System	$100,000	
To provide financing of change order for installation of electrical power service and re-wiring of Parks Hall	26,000	126,000
GEORGIA SOUTHERN COLLEGE		
Conversion of Balconies in Hanner Gymnasium to Classrooms	$ 25,000	
Conversion of Biology Labs to Chemistry Labs in Herty Bldg.	15,000	
To provide for Const.of small detached bldg. for storage of explosive chemical fluids	8,000	
To provide for casework in Conversion of Biology Labs to Chemistry Labs in Herty Building	23,000	71,000
GEORGIA SOUTHWESTERN COLLEGE		
Air Condition Gymnasium	$ 45,000	
To provide for payment of engineering fees on electrical distribution system	607	45,607
MEDICAL COLLEGE OF GEORGIA		
Replace Fire Hose in Hospital	$ 27,000	27,000
NORTH GEORGIA COLLEGE		
Storm Drainage, Walks and Drives	$ 30,000	30,000
SAVANNAH STATE COLLEGE		
Additional Utility Extension Funds & Electrical Planning	$ 5,000	
To provide funds for extension to Water Distribution System	9,000	14,000
WEST GEORGIA COLLEGE		
Construction of Curb & Gutter for Perimeter Road	$ 25,500	25,500

REHABILITATION PROJECTS FY-70
Page Two

ABRAHAM BALDWIN AGRICULTURAL COLLEGE		
Modernize Mechanical System in Addn. to Science Bldg.	$ 10,000	
Addn. Funds for Mechanical System in Science Bldg. Addn.	10,000	
To provide Funds for Pyament of Engineering Fee for Electrical Survey and Master Plan	2,750	
		$ 22,750
ALBANY JUNIOR COLLEGE		
Additional Funds for Completion of Tennis Courts	$ 3,500	
To provide for moving and re-installing language lab in Classroom and Science Building	2,943	
		6,443
BRUNSWICK JUNIOR COLLEGE		
Master Plan for Campus Mechanical System	$ 2,500	
To provide for reimbursement to Brunswick Junior College for land title insurance costs	2,650	
		5,150
DALTON JUNIOR COLLEGE		
Construction of Earth Bank in Athletic Area	$ 10,000	
		10,000
GAINESVILLE JUNIOR COLLEGE		
Modifications to Mechanical System in Physical Education Building and Classroom Building	$ 30,000	
To provide for purchase of trees to be planted on perimeter of campus.	250	
		30,250
MIDDLE GEORGIA COLLEGE		
Air Condition Gymnasium	$ 45,000	
Additional Funds for Water Supply and Utility Systems	30,000	
Additional Funds for Water Supply System	14,000	
To provide for Additional Expense in the Water Supply Imp.	9,000	
		98,000
SOUTH GEORGIA COLLEGE		
Air Conditioning of Dormitories - Design & Eng. Fees	$ 15,000	
To provide Funds for Air Conditioning of three Dormitories	140,000	
		155,000
VARIOUS INSTITUTIONS		
To provide Payment of Professional Fees for Landscaping and Planting Plans at Various Institutions	$ 5,000	
		5,000
		$750,000

Rehabilitation Projects FY-69
Regents of the University System of Georgia

GEORGIA SOUTHWESTERN COLLEGE - AMERICUS	
Phase I of 12KV Electrical System to replace 4KV overloaded System	$ 68,151
MIDDLE GEORGIA COLLEGE - COCHRAN	
New Well, Pump, and Overhead Water Tank	60,000
GEORGIA INSTITUTE OF TECHNOLOGY - ATLANTA	
Electrical repairs to Hinman Building, Aerospace Building, and North Campus Sub-Station	27,500
WEST GEORGIA COLLEGE - CARROLLTON	
Rehabilitation of Melson Hall to provide for new mechanical system, new electrical system, new roof, plumbing and structural repairs. Dormitory standing vacant.	120,000
SAVANNAH STATE COLLEGE - SAVANNAH	
Extend Water Systems for Fire Protection and Water Supply	20,000
GEORGIA STATE COLLEGE - ATLANTA	
Complete remodeling of Garage to Office and Meeting Areas	25,000
GEORGIA COLLEGE AT MILLEDGEVILLE - MILLEDGEVILLE	
Convert existing Rooms to Faculty Offices	18,000
ARMSTRONG STATE COLLEGE - SAVANNAH	
Convert Chemistry Lab to Biology Lab. Chemistry moved to new building	100,000

COLUMBUS COLLEGE - COLUMBUS	
Convert Classrooms to Science Labs	$ 15,000
FORT VALLEY STATE COLLEGE - FORT VALLEY	
Rehabilitate and Remodel Trades Building as Offices and Classrooms	60,000
BRUNSWICK JUNIOR COLLEGE - BRUNSWICK	
Convert Classrooms to Science Labs	25,000
DALTON JUNIOR COLLEGE - DALTON	
Convert Classrooms to Science Labs	25,000
KENNESAW JUNIOR COLLEGE - MARIETTA	
Complete Food Service Line in Student Center	25,000
	$588,651

GEORGIA INSTITUTE OF TECHNOLOGY

Georgia Institute of Technology is a coeducational, residential, technical institution chartered in 1885 and is located in the north central area of Atlanta, Georgia. It utilizes a campus of approximately 280 acres and its buildings vary in age from the Administration Building, built in 1888, to recently completed academic and dormitory facilities. The principal buildings on this campus contain 2,625,821 gross square feet.

Most of the older buildings on this campus have had extensive remodeling and are in relatively good condition. In the last eleven years, twenty-five major construction projects have been installed at this institution at a budgetary cost of approximately $40,000,000. Currently, we have a $5,000,000 Student Activities Building in design. The present general campus condition of this institution is equal to or better than comparable type and size institutions, that we know of, located in the southeastern states.

Due to a major program of Urban Renewal conducted by the Board of Regents and the City of Atlanta, the land area of the campus at Georgia Tech has been more than doubled within the last seven years. This has resulted in room to grow and the elimination of a low grade private housing area to the west of the campus. City traffic has been routed around the campus as a result of this planned acquisition project and the external conditions surrounding the campus, considering that it is an urban institution, are generally considered satisfactory with only an area to the north and west remaining as marginal invironmental areas.

SOUTHERN TECHNICAL INSTITUTE

Southern Technical Institute is a branch of Georgia Institute of Technology, located in Marietta, Georgia, which was opened in 1948 and raised in 1970 to the level of awarding Bachelor's degrees. It is a residential, coeducational, technical institution.

The campus, of 120 acres, is located in the eastern part of the City of Marietta and contains eleven major buildings totaling 317,124 square feet, with a new Student Center with a $1,400,000 budget currently in design. The Fire Institute is currently in construction at this institution. All of the buildings are relatively new and in reasonably good condition.

The location of the institution on the edge of a residential area is considered satisfactory, but it will limit its growth due to the lack of additional land immediately adjoining the institution at a reasonable cost. The eastern side of the institution adjoins the business establishments facing on a main four-lane state road, but these industries and motels are screened by topography so that they are not considered objectionable.

GEORGIA STATE UNIVERSITY

Georgia State University was established as the Georgia Tech evening school in 1913. It was included in the University System in early 1930 as the University System of Georgia Center. It became an independent unit in 1955 and a university in 1969. It occupies a twenty-two acre campus in downtown Atlanta and has under its control 231 acres in DeKalb County. It is a non-residential day student institution.

The institution is presently housed in eight principal buildings, plus some smaller facilities and a considerable quantity of rented office space in downtown Atlanta. All of the present buildings are relatively new except Kell Hall which was initially built in 1938 and has been renovated many times since. The newer buildings, plus the Urban Life Center which is a 335,000 sq.ft. $10,000,000 high-rise classroom-office building nearing completion, provide the institution with 1,444,088 gross square feet of major academic and support facilities.

Through the use of Urban Renewal Projects, we have been able to acquire considerable land in and around Georgia State University so that we now hold sufficient land to increase the physical facilities at Georgia State University to a point where we could accommodate at least a 50% increase in enrollment. This, of course, will require high-rise construction.

Twenty years ago, the property around the present Georgia State University campus consisted of a rundown neighborhood. This has largely been cleaned out by urban renewal and by the growth of the center of the City of Atlanta. The environment

around the University now is generally of a satisfactory nature and is improving as time goes by. There still are a few pockets of substandard facilities and businesses in the vicinity of the campus.

MEDICAL COLLEGE OF GEORGIA

The Medical College of Georgia is a coeducational, residential institution established in Augusta, Georgia, in 1828. It has a campus of approximately 65 acres located in the center of the City of Augusta, plus a research animal facility at Gracewood, Georgia. A number of the present buildings, including the Talmadge Memorial Hospital, were built in the early 1950's. These buildings have been remodeled and renovated in recent years. The major addition to the college, in the amount of approximately $50,000,000, has been accomplished since 1963. The principal facilities need of the Medical College, other than the completion of construction of the buildings in design and presently under construction, is the renovation of Talmadge Memorial Hospital. This is a 235,000 square foot, eight-story, 400-bed hospital, but it was designed in the late 1940's and finished in 1954. Major basic renovation of mechanical, electrical, and food service facilities has been started. The area around the Medical College campus is considered acceptable and we have been able to acquire approximately 25 acres of urban renewal and old Richmond County Hospital facilities and land in the last year.

All of the new facilities totaling $50,000,000 built since 1963 are considered satisfactory in the main. The facilities built in the early 1950's are being renovated and modernized. If funds are provided for the continuation of the renovation program, the facilities should be in satisfactory condition.

The external area to the east of the campus is in commercial and industrial use and the facilities of these businesses could stand some improvement. The area to the south of the campus is a public housing development which may someday be acquired by the Medical College. The area to the west of the

MEDICAL COLLEGE OF GEORGIA (Continued)

campus is largely medical oriented private facilities in very satisfactory condition. The area to the north of the campus has been cleaned out by a major urban renewal project and part of this land acquired for the Medical College. The balance of the urban renewal land will go to the United States Veterans Administration for the construction of a new hospital which will be of assistance to the Medical College due to its location adjoining the Medical College.

UNIVERSITY OF GEORGIA

The University of Georgia was founded in 1785 and is the oldest chartered State University in the United States. It is a coeducational, residential institution offering a complete range of undergraduate and graduate programs. The main campus of the University is located in the center of the City of Athens, Georgia, and consists of approximately 600 acres. In addition to the main campus, the University controls a series of agricultural experiment stations located at various points in the State of Georgia and containing approximately 29,000 acres, the largest single tract being located near Eatonton, Georgia and consisting primarily of forest lands.

The main campus at the University is roughly divided into a north and south segment. Many of the buildings on the north campus are of considerable age, dating back to 1807, but an aggressive series of administrations augmented by adequate funds have maintained these buildings in usable condition. Some of the buildings on the north campus and most of the buildings on the south campus are relatively newer, dating from the early 1900's. Since 1963, approximately $85,000,000 has been added to the Physical Plant of the University of Georgia. In any establishment as large and diversified as this campus, there are facilities which require renovation and modification to adapt facilities to changing curriculum and teaching methods. Considering the size and scope of this institution, and the diversity of the physical facilities, the Physical Plant is in better condition than that of some of the similar comparable institutions in other adjoining states. Additions to the Physical Plant and improvements are constantly in process and are limited only by the availability of funds.

UNIVERSITY OF GEORGIA (Continued)

The area around the main campus in Athens is considered satisfactory. The north edge of the campus is the main business district of the City of Athens. On the east campus, land generally extends through the University Experiment Station eastward into rural areas. On the south and west, the campus is bounded by older, but well maintained, residential areas.

ALBANY STATE COLLEGE

Albany State College is a coeducational, residential, four-year institution founded in 1903 and located on a campus of approximately 120 acres located on the east side of the Flint River in the center of the City of Albany, Georgia. It has been a four-year institution since 1943. The oldest building, which is the Administration Building, was built in 1921. Most of the buildings on the campus have been built within the last fifteen years.

Considerable remodeling has been performed on the older buildings to improve the usability of the facilities and to renovate their condition. A former city street has been closed and converted into a pedestrian mall in the center of the campus. Within the last eleven years, we have constructed approximately $7,700,000 in new facilities including a recently completed 200-bed Dormitory, a new Infirmary, a Student Center, and an addition to the Science Building. We have just placed under construction a new Classroom Building with a budget of $1,300,000 and we have in design a new Physical Plant Building with a budget of $350,000.

Albany State College campus is located in a section of the City of Albany which is partially commercial and industrial and partially low economic level residential areas. Within the last four years, we have been able to secure funds to purchase portions of the commercial and residential areas adjoining the campus. This has permitted us to improve the surrounding environment. However, there are considerable areas still remaining in the immediate vicinity of the campus which we would like to either acquire and clean out or to have cleaned out by Urban Renewal type of process. The entrance of the institution has historically been through a depressed area. We are attempting to acquire land to reorient the entrance onto a state highway which will create a much better impression.

ARMSTRONG STATE COLLEGE

Armstrong State College is a coeducational, non-residential, four-year institution located on an approximately 250 acre campus, 10 miles southwest of the center of Savannah, Georgia. The present facilities were constructed in 1965 and the present physical plant is all relatively new. The institution is an outgrowth of a former Savannah-owned junior college originally founded in 1935.

The present campus consists of ten buildings finished between 1965 and 1970, plus a Fine Arts Building presently under construction and an addition to the Library and a new Regional Paramedical Center, both in design. All of the present buildings are in very satisfactory condition.

The present campus is surrounded by wooded areas and high class residential neighborhood and the campus fronts upon Abercorne Street which is a main four-lane highway.

AUGUSTA COLLEGE

Augusta College is a four-year, coeducational, non-residential institution founded in 1925 as the Junior College of Augusta. It became a part of the Board of Regents in 1958, progressing to a four-year school in 1963 and has now been authorized graduate work. It is located on a 65 acre campus in the western area of the City of Augusta. The campus is held by the Board of Regents under a contractual agreement with the United States of America since the campus is the historic site of the Augusta Arsenal and some of the buildings on this campus date back to 1816. Four of the buildings were constructed in 1826 and the Arsenal was actually used in most of the wars of the United States from the War of 1812 through World War II. The President's Home is a National Historical Shrine.

The academic buildings are remodeled military warehouses. In addition to these buildings which were built in 1941 and remodeled for academic purposes in early 1960's, we have constructed a Fine Arts Building and a Swimming Pool Building. We have remodeled an ordinance building into a student center and we have performed extensive renovation and remodeling of the older facilities in order to maintain their condition and upgrade their usability. We have currently in design a new $2,500,000 Library and the renovation of an old barracks building for Business Operations.

The Augusta College campus is located in the center of one of the older high quality residential areas of the City of Augusta and the surrounding area contributes to the well-being of the school. We have managed to acquire some adjoining property as it has become available and, in fact, one fine piece of property was given to the Regents for the school. We need to acquire the present United States Armory which is located on a corner of the college campus block. Negotiations for this acquisition are proceeding.

COLUMBUS COLLEGE

Columbus College is a coeducational, non-residential, four-year institution established in 1958 and recently has been authorized graduate work. It is located on an approximately 135 acre campus in the northeastern section of the City of Columbus, Georgia.

All of the buildings on Columbus College campus have been constructed since 1963 and are considered to be in excellent operating condition. In addition to the original buildings provided by the local community as a part of the establishment of this school, Regents has constructed approximately $11,500,000 of additional facilities, including a new $2,250,000 Library under construction, a $1,250,000 Lecture Hall under construction and a $1,000,000 Continuing Education Building, this latter building financed entirely by a local single gift of $1,000,000. We have in design an Addition to the Administration Building and a new $1,650,000 Classroom Building. The enrollment of this institution has expanded rapidly in the last few years and if the enrollment continues to grow, additional facilities will be needed.

The campus is located in an area where it is bounded partly by reasonably good residential area and partly by roads and waterways which limit any encroachment into the campus area. We have been successful in the last two years in acquiring additional property adjacent to the campus for future expansion.

FORT VALLEY STATE COLLEGE

Fort Valley State College is a coeducational, residential, four-year institution which has recently been authorized to offer graduate work. It was founded in 1895 and became a unit of the University System in 1939. It is located on one of the largest campuses in the University System, consisting of 645 acres on the west side of the City of Fort Valley. The institution is partially oriented towards instruction in agriculture and a large portion of the campus property is devoted to farm type operation in connection with this instruction.

The present campus buildings date back to the early 1900's in a few cases. Several of the buildings were built in the late 1920's and early 1930's. We have undertaken extensive renovation of a number of these older buildings and more renovation is needed as soon as funds are available to accomplish the work. Within the last eleven years, Regents has added approximately $9,500,000 in new construction on this campus, including a new Library under construction with a budget of $2,000,000, an Infirmary which is just now being completed and a new Classroom Building with a budget of $1,300,000 which is in the last stages of design. We are also preparing the design of the renovation of one of the older dormitories originally built in 1948. We have recently completed a new Food Service Building and some new Dormitory facilities.

The academic portion of the Fort Valley State College campus is located in an area of the City of Fort Valley which is an economically depressed residential area. We are unable to change the nature of this neighborhood but we have had discussions with the local public officials and they have expressed a willingness to attempt improvement of the environment around the institution as a local political action. It is regretable that a major Urban Renewal project could not be initiated in this general area for the improvement of the environment around the institution and the

benefit of the City, but federal funds for such projects have been withdrawn. Recommendations for improved highway access to the campus were suggested by the mayor and county commissioners but have never developed.

GEORGIA COLLEGE

Georgia College is a four-year, coeducational, residential institution located adjacent to the business district in the center of the City of Milledgeville, Georgia. It was chartered in 1889 and for many years was known as the Georgia State College for Women. It became coeducational in 1967. It operates on a 43 acre main campus and has in its control a wooded area of 642 acres approximately 1½ miles west of the main campus outside of the City. The City of Milledgeville is one of the historical cities in the State of Georgia. The College President's Home is the former governor's mansion of the State of Georgia. Many of the original buildings are in the National Historical Trust. The oldest of the original dormitories was built in 1897.

The present Georgia College campus consists mainly of remodeled old buildings with a few new structures built mainly for dormitory and student services. Within the last eleven years, Regents' has added $8,000,000 new construction, consisting mainly of two new Dormitories, a new Student Center and an addition to the Library and the Science Building. We are currently constructing the first phase of a Physical Education Building on the land located two miles west of the main campus and we have in design a new Education Center which consists, in part, of remodeling an older existing building. The institution has been growing in enrollment since it was changed to a coeducational status and major renovation and new construction will be needed to replace the obsolete and structurally unsafe antiquated buildings. Considering the age of the facilities, the condition of the campus is considered very good and a tribute to the diligence of the staff in maintaining a difficult situation.

The main downtown campus is largely surrounded by old historical residences in the hands of private families and considered as monuments which cannot be altered.

There is one small area on the northeast fringe of the campus of low grade private construction which could be improved for the environment of the campus. The rural 600 acre area is surrounded by more farms and timber land and the environment is excellent.

GEORGIA SOUTHERN COLLEGE

Georgia Southern College is a coeducational, residential, baccalaureate and graduate school located in the southern part of the City of Statesboro, Georgia. It occupies a campus of approximately 400 acres and it was established in 1906, becoming a part of the University System in 1932.

All of the buildings at this institution have been built since 1935 with the major construction occurring in two phases, one in the middle 1950's and one in the late 1960's. Within the last eleven years, Regents have constructed $22,700,000 in new facilities on this campus, including $1,400,000 Fine Arts Buildings, a $3,500,000 Science Complex, a $1,700,000 Education Building and there is currently under construction a $4,000,000 Library. A new Infirmary is presently in design. Most of the buildings on this campus are considered to be in excellent condition because they are relatively new and the older facilities have been extensively renovated.

This campus is located in a "V" between two major roads so that it is bounded on two sides by highways and the back side of the triangular shaped campus land contains an extensive private development primarily built in connection with the institution such as student apartments, dormitories, shopping centers, etc. The area around the campus is considered satisfactory although there is a potential problem that the private property behind the campus might in time degenerate into an undesirable area.

GEORGIA SOUTHWESTERN COLLEGE

Georgia Southwestern College is a coeducational, residential, four-year institution recently authorized to start a graduate program. The college was founded in 1906 and became a four-year institution in 1964. It is located on a 187 acre campus in the southeastern part of the City of Americus, Georgia. While most of the buildings on this campus are relatively new, the Administration Building was built in 1918 and there are two distinct phases of construction, one in the middle 1950's and the current program which started in the middle 1960's.

The older buildings on this campus have been extensively renovated and this program is continuing as funds are made available. The electrical distribution system on the campus was in unsatisfactory condition four years ago. Since that time, two-thirds of the electrical distribution system has been rebuilt and the remaining one-third is presently out for bids. Within the last eleven years, the Board of Regents has added nearly $13,000,000 in new construction on this campus, including the completion of the two new dormitories and the construction of a new Library and a new Classroom-Office Building. We have in design a new Fine Arts Building for this campus.

The campus is located in a residential area of the City of Americus and the surrounding environment is considered very satisfactory. However, there is no additional land adjoining the campus which could be procured in the event the institution expands.

NORTH GEORGIA COLLEGE

North Georgia College is a coeducational, residential, four-year institution founded in 1873 and located in the center of the City of Dahlonega, Georgia. The central campus, of approximately 200 acres, contains a historical building presently used as the Administration Building and this building originally was a federal mint constructed in 1879. The institution has a long history of association with the Department of the Army and is classified as one of the four military colleges in the United States by the Department of the Army.

The present campus consists of a few buildings built in the 1800's plus a series of buildings built in the middle 1930's plus the new construction completed within the last decade.

Within the last eleven years, the Board of Regents has constructed approximately $7,000,000 in new buildings including a new Student Center, a new Library, and we have presently under construction a new dormitory. In addition, we have undertaken major renovation of the Administration Building and we have currently under construction the renovation of the Old Library built in 1938 to modernize it for academic needs and we have in design a complete renovation of the old academic building originally built in 1895.

The present campus is reasonably well surrounded by acceptable residential and commercial establishments except in one area on the north side of the campus and we have been acquiring this property as additional campus property whenever funds become availabe.

SAVANNAH STATE COLLEGE

Savannah State College a coeducational, residential institution founded in 1890. It is presently a four-year institution with one graduate program. It is located on a bluff overlooking the coastal marshes in the community of Thunderbolt, Georgia, which is on the southeast side of Savannah, Georgia. The present campus consists of approximately 160 acres. However, the oldest portion of the campus located east of the Placentia Canal was originally deeded to the college as land to build a Negro higher education institution.

The buildings on this campus vary in age from Hill Hall built in 1905 up to the presently constructed buildings. Within the last eleven years, the Board of Regents has constructed $11,400,000 in new facilities at this institution including a new Student Center at $1,200,000, a new Science Building at $1,200,000, and two new Dormitories at approximately $1,000,000 each. The design is complete and we anticipate placing on the market shortly a new Classroom Building with a budget of $1,250,000. We also are nearly complete on the design of a new Library with a budget in excess of $2,000,000 and a new Field House and Armory with a budget of $500,000. We have undertaken extensive utility and campus development construction on this campus, including rebuilding steam plants and steam lines, storm sewers and water supply and development of roads and parking lots, all using Regents' cash. We have undertaken some renovation of older buildings and anticipate that we will renovate additional buildings on this campus when funds become available.

The area around Savannah State College is residential and apartment developments and these are considered to be satisfactory areas. There is one area at the northeast corner of the campus where the existing privately owned facilities are not of a quality comparable with the balance of the neighborhood. We have attempted to purchase this property and have been successful in some instances but have not completed this program because of reluctant sellers and lack of funds.

VALDOSTA STATE COLLECE

Valdosta State College is a coeducational, residential institution offering four-year and graduate programs. It was founded in 1906 and is located on two campuses in the City of Valdosta. The main academic campus is located in the center of the north residential area of the City of Valdosta and the additional campus is located on the northern limits of the city approximately one mile from the main academic campus. The main academic campus was originally started at this institution as a development of Spanish-Colonial architecture. We have maintained this style of architecture throughout all of the additions to date on the main campus.

The buildings at Valdosta State College vary in ages from 1917 to date. With the exception of the two older academic buildings, most of the heavily used buildings are relatively new. Within the last eleven years, the Regents has constructed $16,400,000 in new facilities including a $2,400,000 Science and Administration Building, a $2,000,000 Fine Arts Building, a $2,250,000 500-bed Dormitory and a $2,000,000 Library. Most recently completed was a $1,800,000 Education Center. Renovation has been performed on a number of buildings including a Nursing Building and older dormitories which have been converted into married student apartments. Currently in design is a Bookstore Facility which is a part of the Student Union Complex.

The area around both campuses of this institution is high grade residential development and contributes to the well being of the institution, but presents a considerable problem with regard to land area expansion.

WEST GEORGIA COLLEGE

West Georgie College is a coeducational, residential institution offering baccalaureate and graduate degrees. It was established in 1933 and occupies a campus of approximately 400 acres on the western edge of the City of Carrollton, Georgia. The institution has grown in size very rapidly during the late 1960's.

The buildings on the West Georgia College campus vary in age from 1907 to date except that there is one historic building built in 1843. Due to the growth pattern of the institution, the Regents have constructed $23,500,000 in new facilities within the last eleven years including most recently a $2,000,000 Biology-Chemistry Building, a $2,000,000 Multi-Purpose Dormitory, a $3,000,000 Academic Center, and numerous dormitories and a Student Center. Currently under construction is a new Food Service Building with a budget of $1,600,000. The renovation of a number of older buildings has been undertaken and plans are under way for further renovation of several other buildings.

The institution is surrounded on three sides by residential development and by farm lands at the rear of the campus land. The area around the school is beneficial to the environment of the school.

ABRAHAM BALDWIN AGRICULTURAL COLLEGE

Abraham Baldwin Agricultural College is a coeducational, residential institution offering a two-year program. It was opened in 1908 and occupies a 320 acre campus on the west side of Tifton, Georgia. The institution has historically be oriented towards agriculture, forestry and related disciplines.

The buildings on this campus vary in age from 1906 to date. Within the last eleven years, the Regents has constructed approximately $10,000,000 in new facilities at this institution. Most recently we have completed two new Dormitories at $1,000,000 each, a new Classroom-Office Building and an Agricultural-Engineering Building. Currently under construction is a new $1,400,000 Student Center and currently in design is a Biology-Science Laboratory Building with a budget of $1,200,000.

This institution is almost entirely surrounded by agriculture land owned by the Board of Regents and operated by the Coastal Plain Experiment Station. The area around the institution is conducive to the well-being of the institution.

ALBANY JUNIOR COLLEGE

Albany Junior College is a coeducational, non-residential institution established in 1963 and opening for classes in 1966. It is located on a 100 acre campus on the west side of Albany, Georgia.

The initial buildings for the institution were built from funds contributed by the local community and were completed in 1966. Since the opening of the school, Regents has added approximately $3,200,000 in construction consisting of a Classroom-Science Building, Library, Addition to the Student Center, remodeling of the original Administration Building, and a Warehouse Building.

The campus is located in a well kept residential area which contributes to the environment of the institution.

ATLANTA AREA JUNIOR COLLEGE

This will be a two-year, coeducational, non-residential institution located on a 54 acre campus in the south central part of the City of Atlanta adjacent to the Atlanta Area Vocational/Technical School. Funds for the purchase of the land and the construction of the initial building were provided by the City of Atlanta Board of Education.

The initial construction on this campus consists of a single building, containing lecture halls, classrooms and faculty offices, with some laboratories, to provide the basic additional teaching space and offices needed to start up the junior college with the understanding that the administrative offices, library, and student center activities would be provided for the junior college through the existing facility now in operation in the Atlanta Area Vocational/Technical School.

The proposed campus of the new junior college adjoins the present campus of the Atlanta Area Vocational/Technical School and will ultimately consist of approximately 100 acres provided by the Board of Education of the City of Atlanta. The area surrounding the campus is commercial industrial in nature and the school will be bounded on the east by Interstate I-75 and on the west by a main North-South street of the City of Atlanta.

BAINBRIDGE JUNIOR COLLEGE

Bainbridge Junior College is a two-year, non-residential, commuting college opened in the fall of 1973 in a series of five buildings providing approximately 70,000 sq.ft. constructed from funds provided by Decatur County. The campus is a 150 acre wooded tract on the eastern outskirts of the City of Bainbridge, Georgia.

The five initial buildings built with county funds are more than adequate for the present enrollment and are so designed as to adapt themselves for the anticipated growth of the institution. We have incorporated into the design of these buildings the benefits of all of our experience in previous junior colleges.

The 150 acre campus is almost completely wooded in twenty year old pine trees and the area around the campus is similarly forested.

BRUNSWICK JUNIOR COLLEGE

Brunswick Junior College is a coeducational, non-residential institution authorized in 1961 and opened in the fall of 1964. It occupies a 115 acre campus in the northern section of the City of Brunswick, Georgia.

Initially there were four buildings built on this campus and since the initial construction, Regents has added an Addition to the Health & Physical Education Building and an Addition to the Student Center and constructed a new $1,000,000 Library. We are currently remodeling the original Administration Building and we have currently in design a new Vocational/Technical Facility and a new Science Building.

The campus is located in a residential area, but two sides of the campus adjoins the Brunswick Airport and construction on the campus is limited by the F.A.A. requirements. With the exception of the proximity to the airport, the environment around the campus is satisfactory.

CLAYTON JUNIOR COLLEGE

Clayton Junior College is a coeducation, non-residential, two-year institution authorized in 1965 and opened in 1969. Funds for the construction of the original campus buildings was provided by Clayton County.

The initial construction consisted of five buildings totaling $3,600,000. Since this initial construction, Regents has placed under construction a new Classroom Building with a budget of $1,400,000 and has in design an Addition to the Physical Education Building. All of facilities at Clayton Junior College are considered to be in very satisfactory condition and the campus as a whole is well developed. This is considered to be the most beautiful campus in the University System.

The area around the Clayton Junior College campus is residential and undeveloped woods. The only detriment to the campus environment is the location of a Southern Railway main line across the front of the property, but the academic development on the land area is so designed that the railroad is not objectional.

DALTON JUNIOR COLLEGE

Dalton Junior College is a coeducational, non-residential, two-year institution authorized in 1963 and opened in 1967. It occupies a 100 acre campus on the west city limit of Dalton, Georgia. Funds for the initial construction were provided by Whitfield County.

The initial five buildings were built using county funds and since the completion of the initial buildings, Regents has completed a Classroom Building and a new $760,000 Library. An addition to the Student Center is virtually complete and a portion of this building was opened for use in January of 1974. Currently we have in construction a project for remodeling of the original Administration Building and an Addition to the Physical Plant Building. We plan to design and erect a Vocational/Technical Building when funds become available.

Dalton Junior College campus is bounded on the east by the interstate, on the north by the residential development, on the west by the steep face of a mountain and on the south by high grade commercial establishments. The environment is not detrimental to the school, but the school is virtually land locked and there is a need for additional usable land as soon as possible.

EMANUEL COUNTY JUNIOR COLLEGE

Emanuel County Junior College is a two-year, coeducational, non-residential institution which opened in the fall of 1973 in temporary quarters in Swainsboro, Georgia.

The initial group of five buildings was provided by Emanuel County funds and consists of a 70,000 sq.ft. institution more than adequate for the initial enrollment. It is anticipated that the initial buildings will be completed in the spring of 1974.

The 150 acre campus is located on the southeastern outskirts of the City of Swainsboro, Georgia, and is almost surrounded by wooded areas. The campus itself is largely in standing second growth timber.

FLOYD JUNIOR COLLEGE

Floyd Junior College is a coeducational, non-residential, two-year institution authorized in 1968 and completed in 1970. It occupies a 226 acre campus approximately six miles south of Rome, Georgia.

Funds for the initial construction of five buildings were provided by Floyd County in the amount of $2,800,000. These buildings were finished in 1970 and since that time, Regents has added a $2,000,000 project currently under construction consisting of a Library and an Addition to the Classroom and Student Center. We have in design an Addition to Physical Education Building, an addition to Warehouse-Shop Building and contemplate that we will remodel the original Library space upon the completion of the new Library under construction.

The institution is located in an area which is largely rural and the environment around the institution does not detract from it.

GAINESVILLE JUNIOR COLLEGE

Gainesville Junior College is a coeducational, non-residential, two-year institution authorized in 1964 and opened in 1966. However, it opened in temporary quarters and the initial buildings were not complete until 1967 when it moved to its present 153 acre campus. This campus is located six miles southwest of Gainesville, Georgia.

Since the completion of the initial construction, Regents has completed the construction of a Classroom-Office Building and Library and an addition to the original Student Center. We have in design an addition to the Physical Education Building and a new Warehouse-Shop Building.

The area around the campus is partially residential and partially commercial. The commercial area is remote enough from the main campus so as not to be detrimental and due to the size of the campus, we do not consider that the surrounding area is detrimental.

GORDON JUNIOR COLLEGE

Gordon Junior College is a coeducational, residential, two-year institution which became a part of the University System in 1972. The institution was originally established in 1852 as a coeducational high school. It became a private junior college in 1927 and a military college in 1954. In 1971, Regents agreed to an arrangement for the acquisition of the Gordon Military College, together with 137 acres of land in the City of Barnesville.

When Regents acquired Gordon Military College, we also acquired fifteen buildings varying in age from 1908 to 1966. Several of these buildings were considered to be unusable and the Board has authorized the demolition of three of these buildings and this demolition is currently in process. We have undertaken extensive renovation of one of the dormitories and we are beginning renovation of two other buildings on the campus. We have renovated the mechanical system in practically all of the buildings. We have in design a complete new electrical distribution system for the campus, the renovation of one-half of the Administration Building, and a design for a new Student Center with a budget of $1,400,000.

The area around Gordon Junior College is the residential area of the City of Barnesville and is not considered detrimental to the school.

KENNESAW JUNIOR COLLEGE

Kennesaw Junior College is a coeducational, non-residential, two-year institution authorized in 1963 and initially occupied in 1967. The initial funds were provided by Cobb County.

The initial construction money of $3,000,000 provided seven modern buildings of sufficient capacity to accommodate an enrollment of 2,000 students. Since the initial construction, Regents has placed under construction a new Warehouse Building and a new Student Center.

The area around the campus is residential and rural and is not detrimental to the institution.

MACON JUNIOR COLLEGE

Macon Junior College is a coeducational, non-residential, two-year institution authorized in 1965 and the initial buildings were occupied in 1968. The institution was built with funds provided by Bibb County. The institution is located on a 160 acre campus seven miles west of downtown Macon, Georgia.

The initial county funds provided for the construction of seven new buildings adequate to accommodate an enrollment of 1,500 students and since the completion of these initial buildings, the Regents has completed the construction of a new Classroom Building and has an Addition to the Physical Education Building out for bids.

The area on the north and west side of the campus is residential and rural. The east side of the campus abuts Interstate 475 and the south side of the campus has an area of motels and filling stations. However, the topography and design is such that none of the surrounding area is detrimental to the campus.

MIDDLE GEORGIA COLLEGE

Middle Georgia College is a coeducational, residential, two-year institution located on 160 acre campus on the southern limits of the City of Cochran. It was originally opened in 1887 as a Baptist institution. It progressed through a number of stages until it became a part of the University System in 1932.

As might be expected in an institution of this age, the age and condition of the buildings vary from the oldest building built in 1890 to the newest facility recently completed. There are essentially three groups of buildings in age categories on the campus, 1930's, 1950's and 1960's. The 1930 buildings are being renovated as rapidly as possible to eliminate the wood frame interiors and to adapt them to current usage. The 1950 group of buildings are generally considered satisfactory with minor renovation. The current buildings are all of modern design. Within the last eleven years, Regents has constructed $7,500,000 in facilities on this campus, consisting principally of new dormitories, a new Classroom Building, an addition to the Science Building, a new Student Center, and we have performed extensive renovation of many of the existing buildings. We currently have in design a new Physical Plant Building and we have done extensive rebuilding of the utilities systems on this campus.

This campus is located in a residential area of the city and except for the fact that a main railroad line bisects the campus land, there is nothing detrimental with regard to the surrounding environment.

SOUTH GEORGIA COLLEGE

South Georgia College is a coeducational, residential, two-year institution founded in 1906. It became a state supported junior college in 1927 and a part of the University System in 1932. It occupies a campus of approximately 220 acres on the south side of the City of Douglas, Georgia.

The campus contains 20 buildings of varying ages from 1907 to the present. All but the Library and one academic building of the buildings which are used for academic teaching are relatively old, dating back into the 1920's and 1930's. The dormitories on this campus are much more modern. In fact, we have just completed a new 300-bed dormitory. We have performed extensive remodeling of the existing buildings and we are currently in design on a mjaor remodeling project on the principal academic building which was originally built in 1907.

As a result of an Urban Renewal Project conducted through the City of Douglas, we have been able to acquire an additional tract of land on the north side of the campus which provides us with more land area and at the same time eliminates a low grade housing area. We have an option on a remaining Urban Renewal tract but our ability to secure this land will be dependent upon the availability of funds. The area around this campus varies in quality. In the area where Urban Renewal is cleaning the neighborhood we have had rather low grade residential areas. On the remaining three sides of the campus land is commercial and industrial establishments in varying degrees of attractiveness. In addition, we have a railroad tract through the middle of the campus. In spite of all of these difficulties, by careful attention to planning and planting and the development of a perimeter road, we have been able to make the campus itself adequately attractive.

B. Institutional Per Capita Allocations and Expenditures

Reference: Section A-b (Letter)
Part A, II-B and IV-E (Plan)

Tables C and D present the results of an analysis of the State allocation per equivalent full-time (E.F.T.) student and the total expenditures per equivalent full-time student for the predominantly white senior colleges and each of the predominantly black senior colleges. The currently budgeted FY 75 allocation level for predominantly black college of $2,133/E.F.T. student is approximately 33% higher than the average $1,606/E.F.T. student for predominantly white senior colleges.

During the first part of the period the average was about the same for predominantly black and white schools. As predominantly black college enrollments began to decline in FY 1972, the rate of state appropriation per E.F.T. student has increased dramatically. Their appropriations in terms of personnel, facilities, and salary increase have been increasing while enrollments have gone in the opposite direction (decreased). The combination of dollar increases and enrollment decreases has escalated the rate greatly.

If a conclusion were to be drawn from these figures, it would have to be that predominantly black college funding has improved greatly in the past five years when compared to predominantly white colleges.

TABLE C
UNIVERSITY SYSTEM OF GEORGIA
RESIDENT INSTRUCTION
STATE ALLOCATION PER E.F.T. STUDENT

	FY 70 Actual	FY 71 Actual	FY 72 Actual	FY 73 Actual	FY 74 Budget	FY 75 Budget Est.
Predominantly White Senior Colleges						
Average Total	1,069	1,072	1,092	1,122	1,474	1,606
Predominantly Black Senior Colleges						
Albany State	1,121	1,121	1,418	1,702	2,306	2,345
Fort Valley	1,104	1,225	1,356	1,633	2,256	2,327
Savannah	944	902	1,039	1,215	1,756	1,808
Average Total	1,055	1,080	1,260	1,492	2,078	2,133

TABLE D
UNIVERSITY SYSTEM OF GEORGIA
RESIDENT INSTRUCTION
TOTAL OPERATING EXPENDITURES PER E.F.T. STUDENT

	FY 70 Actual	FY 71 Actual	FY 72 Actual	FY 73 Actual	FY 74 Budget	FY 75 Budget Est.
Predominantly White Senior Colleges						
Total E.F.T. Students	17,325	19,256	22,334	22,797	23,249	23,092
Average Total Cost	1,783	1,810	1,826	2,009	2,273	2,417
Predominantly Black Senior Colleges						
Albany State	2,062	2,141	2,466	3,189	3,864	3,830
Fort Valley	2,053	2,220	2,290	2,818	3,600	3,540
Savannah State	1,651	1,749	2,018	2,471	2,996	3,035
TOTAL E.F.T. Students	5,130	5,399	5,565	5,084	4,638	4,815
Average Total Cost	1,918	2,030	2,243	2,429	3,439	3,430

C. Amount and Availability of Student Financial Aid Provided by the State Sources

Reference: Section A-c (Letter)
Part IV-C-2 (Plan)

The policies and procedures applicable to the granting of financial aid to University System students are presented in Part A of this Plan. Funds for financial aid programs are derived principally from federal government and institutional sources including foundations. This section is limited to those funds provided by State sources.

The Georgia State Scholarship Commission administers the following programs. The amounts indicated are available for FY 75.

1. Law Enforcement Personnel and Firemen's Dependents Scholarship Program. $40,000

   Educational grants of up to $2000 a year are available to children of law enforcement officers, firemen, and prison guards who are killed or permanently disabled while performing duties assigned in the normal course of employment.

   Students may attend any approved institution in the world.

2. Tuition Grant Program for students attending independent colleges and universities in Georgia. $4,558,000

   Georgia residents who are full-time students attending approved Georgia private colleges and universities may receive $400 for a full academic year. Students may attend any approved private institution in Georgia. Students attending University System institutions are not eligible.

3. State Guaranteed Student Loan Program. $8,000,000

   Residents of Georgia who are enrolled in or who have been accepted for admission into an institution of higher education - a college, university, hospital school, trade school, or business school - approved by the State Scholarship Commission may qualify for this program. Awards are limited to $1500 per year for undergraduate students and $2000 per year for graduate students. Students may attend any approved institution in the world.

4. Direct Student Loan Program. $1,995,000

   A limited number of guaranteed loans are made directly to residents of Georgia who are unable to obtain loans from commercial or institutional lenders. Awards are limited to $1500 per year for undergraduates and $2000 per year for graduate students. Students may attend any approved institution in the world.

5. Georgia Incentive Scholarship Program. $880,000

   Educational grants up to $450 per academic year for Georgia residents attending any approved institution in Georgia. All Georgia residents pursuing undergraduate study may qualify but awards are based upon need with priority given to veterans.

The programs cited above are administered by the State Scholarship Commission pursuant to provisions of State law providing for each of the programs.

REGENTS SCHOLARSHIP PROGRAM - Appropriated in FY 75 - $200,000

Regents' Scholarships are available for the purpose of assisting students of superior ability who need financial aid in order to attend college. The Regents' Scholarship rogram is administered by the institutions of the University System of Georgia in accordance with policies established by the Board of Regents.

The state appropriation for Regents' Scholarships is allocated to the various institution based upon Georgia resident enrollment. For example, if institution A enrolls 10 percent of the Georgia residents enrolled in the University System, institution A receives 10 percent of the state allocation.

Awards are based upon scholarship and need with priority given to renewals.

The Board of Regents has authorized allocation of the $200,000 state appropriation for Regents'Scholarships to the various units of the University System as follows:

INSTITUTION	ALLOCATION
Georgia Institute of Technology	$ 9,100
Southern Technical Institute	3,400
Georgia State University	35,900
Medical College of Georgia	4,300
University of Georgia	34,900

Albany State College	$ 3,400
Armstrong State College	5,850
Augusta College	5,500
Columbus College	7,600
Fort Valley State College	3,700
Georgia College	5,800
Georgia Southern College	10,850
Georgia Southwestern College	5,050
North Georgia College	2,800
Savannah State College	4,600
Valdosta State College	8,200
West Georgia College	10,500
Abraham Baldwin Agricultural College	3,900
Albany Junior College	2,900
Atlanta Junior College	1,500
Bainbridge Junior College	450
Brunswick Junior College	2,150
Clayton Junior College	5,350
Dalton Junior College	2,350
Emanuel County Junior College	350
Floyd Junior College	2,150
Gainesville Junior College	2,150
Gordon Junior College	1,550
Kennesaw Junior College	4,100
Macon Junior College	3,750
Middle Georgia College	3,500
South Georgia College	2,400
TOTAL	$200,000

MEDICAL SCHOLARSHIP PROGRAM - Appropriated in FY 75 - $345,000

All Georgia residents who have been accepted at an accredited medical school located anywhere in the United States may apply. Awards limited to $10,000 for a four-year medical education, and are based upon need and scholastic ability.

Medical Scholarships are repayable by practicing medicine in an approved Georgia community for a specified length of time or in cash with interest.

This program is administered by the State Medical Education Board.

The primary basis of awarding student financial aid is need and awards are made without regard to race, creed, color, sex, religion, or national origin. However, a new reporting procedure is presently in design that will enable us to break down our awards by race, sex, marital status, and age. We hope to be able to report awards made in FY 74 by these various factors in August or September 1974.

D. Degree Programs

Reference: Section A, d-e (Letter)
Part A, I-E (Plan)

The twelve senior colleges of the University System of Georgia function as general liberal arts institutions serving on a regional basis. The special problem presented by Armstrong State College and Savannah State College, proximate institutions serving the same region, is addressed in the institutional role and scope study described in a subsequent section of this Plan.

Basic educational principles upon which program development decisions are based suggest that the following twelve areas of study should be available in all twelve senior colleges.

Biology	History and Political Science
Business and Economics	Mathematics and Computer Science
Education	Modern Languages
English	Physical Science
Fine Arts	Pyschology
Health and Physical Ed.	Sociology

Duplication should be permitted without question, except possibly in low demand sub-fields of broad areas of study, such as Education, Modern Languages and the Physical Sciences. Each institution should have at least one major in each of the twelve generic areas. A small institution might have only Chemistry as a major under the Physical Sciences, but a large institution might have majors in Physics and Geology as well as Chemistry.

Table E indicates the extent to which these generic undergraduate programs are currently available at the University System senior colleges.

TABLE E
PROGRAM STRUCTURE OF SENIOR COLLEGES
UNIVERSITY SYSTEM OF GEORGIA

	Albany State	Armstrong State	Augusta College	Columbus College	Fort Valley	Georgia College	Georgia Southern	Georgia SW	North Georgia	Savannah State	Valdosta State	West Georgia	
BIOLOGY	x	x	x	x	x	x	x	x	x	x	x	x	
BUSINESS AND ECONOMICS	x	x	x	x	x	x	x	x	x	x	x	x	
EDUCATION	x	x	x	x	x	x	x	x	x	x	x	x	
ENGLISH	x	x	x	x	x	x	x	x	x	x	x	x	
FINE ARTS	x	x	x	x	x	x	x	x	x	x	x	x	
HEALTH AND PHYS. ED.	x	x		x	x	x	x	x	x	x	x	x	
HISTORY AND POLI. SCI.	x	x	x	x	x	x	x	x	x	x	x	x	
MATH AND COMPUTER SCI.	x	x	x	x	x	x	x	x	x	x	x	x	
MODERN LANG.	x	x	x	x	x	x	x	x	x	x	x	x	
PHYS. SCI.	x	x	x	x	x	x	x	x	x	x	x	x	
PSYCH.	x	x	x	x	x	x	x	x	x		x	x	
SOCIOLOGY	x	x	x	x	x	x	x		x	x	x	x	

Additional areas of study beyond the broad generic areas are also available at selected institutions. These special program areas include Nursing at Albany State College and at Georgia Southwestern College; Agriculture, Home Economics and Electronic Technology at Fort Valley State College; Criminal Justice and Allied Health Science at Armstrong State College; and Technical Sciences at Savannah State College.

Masters level graduate education in the senior colleges has been concentrated in the field of Teacher Education with more limited offerings available in Business, Liberal Arts and Science. No doctoral level programs are provided.

All degree programs of the University System are accredited by the appropriate accrediting agency. This accreditation process insures the maintenance of a satisfactory minimum quality level as measured by professional standards.

A tabulation of the degrees offered by the twelve senior colleges are appended to this section. Direct comparison of degree offerings is difficult since the historical evolution of the University System did not lend itself to a standardized program taxonomy. The Information System Task Force which is charged with the development of a System-wide reporting system in each basic area of endeavor will address this question in a quantitative way in cooperation with the Vice Channcellor for Academic Development. This effort, which will be completed during the 1975-76 academic year, will not result in a standardized academic structure for each institution but rather will be directed toward the definition of comparable reporting patterns.

Albany State College

Degrees Offered

Bachelor of Arts, with majors in art, chemistry, English, French, history, mathematics, music, psychology, sociology, Spanish, and speech and theatre.

Bachelor of Business Administration

Bachelor of Science, with majors in biology, business education, early childhood education, elementary education, mathematics education, middle-grades education (with an English-social studies emphasis or a science-mathematics emphasis), music education, nursing, science education (with a biology emphasis or a chemistry emphasis), and secretarial science.

Dual Degree Program with Georgia Institute of Technology.

Master of Education (in Principle). Graduate work leading to this degree is offered now on the Albany State College campus by Georgia State University.

5/24/74

Armstrong State College

Degrees Offered

Master of Business Administration

Master of Education, in the fields of biology, business education, Chemistry, English, history and political science, mathematics, and special education-emotionally disturbed.

Master of Science in Elementary Education

Bachelor of Arts, with majors in economics, English, French, history, music, political science, psychology, and social work.

Bachelor of Business Administration, with majors in accounting, business education, economics, finance, and management-marketing.

Bachelor of Music Education

Bachelor of Science, with majors in biology, chemistry, criminal justice, and mathematics.

Bachelor of Science in Dental Hygiene Education

Bachelor of Science in Education, with majors in health, physical education, and recreation; mathematics; and speech correction.

Bachelor of Science in Elementary Education

Bachelor of Science in Health Care Administration

Bachelor of Science in Medical Technology

Bachelor of Science in Nursing

Associate in Arts in Nursing

Associate in Science in Criminal Justice

Associate in Science in Dental Hygiene

Associate in Science in Mental Health Work

Dual Degree Program with Georgia Institute of Technology

5/24/74

Augusta College

Degrees Offered

Master of Business Administration

Master of Education, with majors in elementary education, reading education, secondary education (with concentrations in English, mathematics, and social sciences), and special education-mental retardation.

Bachelor of Arts, with majors in art, elementary education, English, French, history, music, political science, psychology, sociology, and Spanish.

Bachelor of Business Administration

Bachelor of Music, with majors in music education and performance.

Bachelor of Science, with majors in biology, chemistry, mathematics, medical technology, and physics.

Bachelor of Science in Education, with a major in special education

Associate in Arts, with majors in criminal justice, general studies, nursing, and secretarial science.

Associate in Applied Science, with majors in electrical technology and electronic technology.

Columbus College

Degrees Offered

Master of Business Administration

Master of Education, in the fields of early childhood education, elementary education, secondary education (English, mathematics, science, and social science), and special education.

Bachelor of Arts, with majors in art, English language and literature, German, history, mathematics, music, political science, psychology, sociology, and speech and drama.

Bachelor of Business Administration

Bachelor of Music

Bachelor of Science

Bachelor of Science, with majors in biology, business administration, chemistry, criminal justice, health education, mathematics, medical technology, political science, and psychology.

Bachelor of Science in Education, with majors in art education; early childhood education; elementary education; secondary education in the teaching fields of biology, chemistry, English, mathematics, and the social sciences; and special education-mental retardation.

Associate in Arts, with majors in mental health work and nursing.

Associate in Science, with majors in criminal justice, dental hygiene, and recreation.

Associate in Applied Science

Dual Degree Program with Georgia Institute of Technology.

5/24/74

Fort Valley State College

Degrees Offered

Master of Science in Elementary Education

Master of Science in Guidance and Counseling

Bachelor of Arts, with majors in criminal justice, economics, English, history and political science, psychology, social welfare, and sociology.

Bachelor of Business Administration, with majors in accounting and management.

Bachelor of Science, with majors in botany, chemistry, food and nutrition, mathematics, secretarial science, and zoology.

Bachelor of Science in Agriculture, with majors in agricultural education, animal science, and plant science.

Bachelor of Science in Business Education

Bachelor of Science in Education, with majors in early childhood education, elementary education, health and physical education, and secondary education in the teaching fields of biology, chemistry, English, French, mathematics, science, and social science.

Bachelor of Science in Electronics Technology

Bachelor of Science in Home Economics, with a major in home economics education.

Bachelor of Science in Public School Music

Associate of Arts, with a major in criminal justice.

Associate in Science in Electronics Technology

5/24/74

Georgia College

Degrees Offered

Specialist in Education

Master of Arts in History

Master of Business Administration

Master of Education, in the fields of elementary education, health and physical education, English, home economics, mathematics, science, social science, special education-mental retardation, and Spanish.

Master of Science, in the field of biology.

Master of Science in Administration, in the fields of management and public administration.

Bachelor of Arts, with majors in art, biology, chemistry, early childhood education, elementary education, English and speech, health and physical education, history, home economics, mathematics, modern foreign languages, physics, political science, psychology, and sociology.

Bachelor of Business Administration

Bachelor of Music

Bachelor of Music Education

Bachelor of Science, with majors in art, biology, chemistry, early childhood education, elementary education, environmental science, fashion merchandising, health and physical education, home economics, mathematics, medical record library science, medical technology, physics, political science, psychology, recreation, sociology, and special education-mental retardation.

Associate in Science, with majors in food service technology, mental health, and nursing.

Dual Degree Program with Georgia Institute of Technology.

5/24/74

Georgia Southwestern College

Degrees Offered

Master of Education, with majors in business education; early childhood education; elementary education; health, physical education and recreation; and secondary education, in the teaching fields of English, mathematics, science and social science.

Bachelor of Arts, with majors in art, biology, chemistry, English, history, political science, and psychology.

Bachelor of Science, with majors in biology, business administration, chemistry, geology, history, mathematics, medical technology, political science, psychology, and secretarial science.

Bachelor of Science in Education, with majors in art; early childhood education; elementary education; health, physical education, and recreation; music education; and secondary education in the teaching fields of biology, business education, chemistry, earth sciences, English, French, mathematics, physics, social science, Spanish, and speech and drama.

Bachelor of Science in Nursing

Associate of Arts in Nursing

Dual Degree Program with Georgia Institute of Technology.

5/24/74

Degrees Offered

Specialist in Education, with majors in business education, counselor education, early childhood education, elementary education, health and physical education, reading, administration and supervision, secondary education, and special education.

Master of Arts, in the fields of English, history, political science, psychology, and sociology.

Master of Business Administration

Master of Education, with majors in the same fields as for the Specialist in Education, and in adult education, home economics, and psychometry.

Master of Public Administration

Master of Recreation Administration

Master of Science, in the fields of biology and mathematics.

Master of Science for Teachers, in ten fields.

Master of Technology

Bachelor of Arts, with majors in art, biology, chemistry, economics, English, French, geology, German, history, mathematics, music, physics, political science, psychology, sociology, Spanish, and speech.

Bachelor of Business Administration, with majors in accounting, economics, finance, general business, management, and marketing.

Bachelor of Engineering Technology, with majors in building construction technology; and civil, electrical, and mechanical engineering technology.

Bachelor of Music

Bachelor of Science, with majors in biology, chemistry, geology, journalism, mathematics, physics, political science, sociology, and speech.

Bachelor of Science in BIOLOGY, CHEMISTRY, CRIMINAL JUSTICE, ECONOMICS, MATHEMATICS, MEDICAL TECHNOLOGY, OFFICE ADMINISTRATION, RECREATION, HOME ECONOMICS.

Bachelor of Science in Education, with majors in 19 fields.

Bachelor of Science in Technology, with majors in manufacturing management, manufacturing technology, and printing management.

Associate of Science in Criminal Justice

North Georgia College

Degrees Offered

Master of Education, with majors in elementary education, early childhood education, and special education.

Bachelor of Arts, with majors in craft design, English, French, history, mathematics, political science, psychology, and sociology.

Bachelor of Business Administration, with majors in accounting, business management, economics, and secretarial and office management.

Bachelor of Science, with majors in art education; biology; business education; chemistry, criminal justice; early childhood education; elementary education; health, physical education, and recreation; home economics; junior high school education; mathematics; music; physics; psychology; and sociology, and special education-mental retardation.

Bachelor of Social Work, with a major in social work.

Associate of Science, with majors in accounting, criminal justice, data processing, drafting and design, electronic technology, nursing, secretarial science, and teacher aide preparation.

Dual Degree Program with Georgia Institute of Technology.

Savannah State College

Degrees Offered

Master of Business Administration

Master of Education, in the fields of biology, business education, chemistry, English, history and political science, mathematics, and special education-emotionally disturbed.

Master of Science in Elementary Education

Bachelor of Arts, with majors in social work, history, and political science.

Bachelor of Business Administration, with majors in finance and management-marketing.

Bachelor of Music Education

Bachelor of Science, with majors in accounting, biology, chemistry, civil technology, criminal justice, dietetics and institutional management, economics, electronics technology, general business administration, mathematics, mechanical technology, medical technology, office management, social sciences, and textiles and clothing.

Bachelor of Science in Education, with majors in art education; elementary education; health, physical education, and recreation; and secondary education in the teaching fields of biology, business education, chemistry, English, French, general science, industrial arts education, mathematics, physics, social studies, Spanish, and trades and industrial education.

Associate of Applied Science, with majors in civil technology, drafting and design technology, electronics technology and mechanical technology.

Valdosta State College

Degrees Offered

Specialist in Education, in the fields of administration and supervision, elementary education, guidance and counseling, reading education, and special education.

Master of Arts, in the fields of English, history, and mathematics.

Master of Business Administration

Master of Education, in the fields of administration and supervision; elementary education; guidance and counseling; health and physical education; reading education; secondary education in the teaching fields of biology, chemistry, English, and history; and special education.

Master of Science, in the fields of physics, psychology, and sociology.

Bachelor of Arts, with majors in biology, chemistry, English, French, German, history, mathematics, philosophy, political science, psychology, sociology and anthropology, and Spanish.

Bachelor of Business Administration, with majors in accounting, business education, economics-business administration, and secretarial administration.

Bachelor of Fine Arts, with majors in art, art education, music, speech and drama, and speech education, and theatre arts.

Bachelor of Music, with majors in applied music and music education.

Bachelor of Science, with majors in astronomy, biology, chemistry, mathematics, medical technology, physics, psychology, and sociology.

Bachelor of Science in CHEMISTRY, CRIMINAL JUSTICE, NURSING.

Bachelor of Science in Education, with majors in early childhood education; elementary education; health, physical education, and recreation; secondary education in the teaching fields of biology, biology-chemistry, business education, English, French, general science, German, history, mathematics, mathematics-physics, social sciences, and Spanish; and special education.

Associate in Education

Associate of Applied Science, with majors in data processing and accounting, secretarial, general office clerical, electronics, marketing-management, and radiological technology.

Dual Degree Program with Georgia Institute of Technology.

West Georgia College

Degrees Offered

Specialist in Education, in the fields of business education, early childhood education, educational administration and supervision, elementary education, guidance and counseling, and secondary education.

Master of Arts, in the fields of English, history, mathematics, psychology, and sociology.

Master of Business Administration

Master of Education, in the fields of administration and supervision, business education, early childhood education, elementary education, guidance and counseling, junior high education, media, reading instruction, secondary education, and special education.

Master of Science, in the fields of biology and physics.

Bachelor of Arts, with majors in anthropology, art, biology, chemistry, economics, English, French, geography, geology, German, history, Latin American studies, mathematics, philosophy, physical science, physics, political science, psychology, sociology, Spanish, and speech and theatre art.

Bachelor of Business Administration, with majors in accounting, economics, finance, management, marketing, and office administration.

Bachelor of Music

Bachelor of Science, with majors in chemistry, earth science, geography, physics, political science, recreation, and sociology.

Bachelor of Science in Education, with majors in business education, early childhood education, elementary education, junior high education, physical education, and special education.

Bachelor of Science in Medical Technology

Associate of Science in COMPUTER SCIENCE, CRIMINAL JUSTICE, EDUCATION, NURSING.

Dual Degree Program with Georgia Institute of Technology.

E. Library Holdings

Reference: Section A-f (Letter)

Table F presents a summary of the library holdings and acquisitions of the twelve senior colleges during the 1972-73 fiscal year. A calculation of total holdings per student indicates no significant disparity between predominantly black and predominantly white institutions of the System. The quality of library holdings is periodically assessed at the time of institutional accreditation review.

TABLE F
UNIVERSITY SYSTEM OF GEORGIA

NUMBERS OF LIBRARY ADDITIONS AND HOLDINGS--1972-73 FISCAL YEAR

SENIOR INSTITUTIONS

Institution	Vols. Added 1972-73	Net Increase 1972-73	Vols. Held 6/30/73	Reels Microfilm Held 6/30/73	Units of Micro-Text Held 6/30/73	Periodical Titles Being Received 6/30/73	Other Serial Titles Being Received 6/30/73
Alba. State College	3,539	2,843	65,892	1,100	61,901	400	22
Armstrong State College	4,137	4,137	82,119	2,387	21,229	761	10
Augusta College	18,002	17,721	132,991	2,042	67,705	1,287	1,597
Columbus College	10,997	9,536	76,082	4,235	429	854	626
Fort Valley State College	8,683	8,620	117,645	2,477	104,177	1,085	341
Georgia College	4,231	3,760	111,677	5,280	47,646	1,093	189
Georgia Southern College	14,551	14,061	168,844	10,459	174,234	1,941	838
Georgia Southwestern College	9,024	7,863	80,443	8,528	74,613	876	66
North Georgia College	4,613	4,613	98,988	829	58,932	1,300	100
Savannah State College	7,887	7,887	93,308	8,240	95,081	1,068	1,329
Valdosta State College	13,515	12,769	130,487	13,293	127,705	1,363	300
West Georgia College	20,224	20,224	161,028	9,934	284,179	1,928	1,095

F. Faculty Characteristics

Reference: Section A-g (Letter)
Part A, IV-D (Plan)
Part B, VIII (Plan)

A comparison of the total faculty serving the twelve generic program areas in the senior colleges to the number of those faculty holding the doctorate degree is presented in Table G. A detailed breakdown of faculty at each institution by rank and degree held is appended to this section.

An improvement in the creditable but relatively low percentage of doctorate faculty at Albany State College and Fort Valley State College has been the objective of recent academic leave programs. For example, there are currently fifteen faculty persons from Albany State College and sixteen faculty persons from Fort Valley State College on leave for academic development purposes. The Board of Regents commits itself to a continuation of these academic leave programs.

Each senior college within the University System operates with the same nominal average faculty salary. The distribution among ranks for each institution is dependent upon the staffing pattern for that institution. Relative salary structure is therefore not a factor in the determination of relative faculty among institutions of similar type.

TABLE G

GENERIC AREAS OF STUDY IN SENIOR COLLEGES

1973-74

	ALBANY ST		ARMSTRONG		AUGUSTA		COLUMBUS		FT VALLEY		GEORGIA GA COLLEGE		GA SOUTHERN		S'WESTERN		NORTH GA		SAVANNAH		VALDOSTA		WEST GA	
	Total	PhD	Total	PhD	Total	PhD	Total	PhD	Total	PhD	Total	PhD	Total	PhD	Total	PhD	Total	PhD	Total	PhD	Total	PhD	Total	PhD
Biology	10	5	7	5	7	5	7	6	8	6	9	7	16	14	7	5	4	3	8	8	13	6	12	9
Business-Economics	10	1	14	5	17	10	23	11	14	3	12	5	30	11	19	4	7	2	15	7	23	7	33	12
Education	17	6	10	8	13	9	18	11	20	15	16	8	51	38	17	14	8	6	13	10	28	22	50	33
English	13	3	14	5	18	5	19	8	17	1	9	2	27	10	13	7	7	2	17	6	20	12	21	11
Fine Arts	17	5	3	1	11	2	12	2	10	3	13	1	28	13	11	3	7	-	9	2	26	8	24	5
Health-Physical Education	10	2	7	1	6	-	7	1	8	1	12	3	28	8	8	3	7	1	10	2	12	3	12	4
History-Political Science	9	2	13	8	13	6	25	14	8	5	12	8	24	19	11	8	6	4	12	9	17	14	30	16
Mathematics-Computer Sci	12	6	11	6	10	5	10	7	7	-	5	3	18	10	8	4	7	3	9	4	13	9	17	11
Modern Languages	5	3	2	1	4	2	3	1	6	2	4	2	10	5	4	1	3	2	4	2	9	1	11	5
Physical Sciences	5	5	5	5	9	8	7	4	8	5	5	5	17	16	13	10	6	5	9	2	13	8	20	18
Psychology	6	4	4	3	8	7	8	7	2	1	4	3	9	8	8	7	5	1	1	-	5	3	17	12
Sociology	7	2	5	-	6	2	3	1	10	4	4	1	9	6	2	1	1	1	1	-	8	4	19	7

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Number and Quality of Faculty
in
Senior Colleges of University System of Georgia

The attached tables show the number of faculty in each department (or division), the number holding the doctorate in each department, and the numbers in each rank (Professor, Associate Professor, Assistant Professor and Instructor). For each rank column the first figure gives the number of faculty of that rank and the second figure gives the number with the doctorate. (For the sake of brevity, Ph.D. has been used to cover all doctorates, including Ed.D., D.B.A., etc., as well as Ph.D.)

For example, at Albany State College there are 10 faculty members in the Biology Department and five (5) of these hold the doctorate. The 3-3 in the Associate Professor column indicates that three of the Biology Faculty are associate professors and that all three of these hold the doctorate. Similarly, as shown in the Assistant Professor column there are three assistant professors in Chemistry and two of these hold the doctorate.

Attachment

5/24/74

ALBANY STATE COLLEGE
1973-74

	Total	PhDs	Prof	Assoc Prof	Asst Prof	Instr
Art	4	-	-	1--	3--	-
Biology	10	5	-	3-3	2-2	5
Chemistry	5	5	1-1	1-1	3-3	-
English	13	3	-	-	8-3	5--
History	9	2	-	2-1	4-1	3--
Mathematics	12	6	-	-	9-6	3--
Modern Language	5	3	-	1-1	3-2	1--
Music	8	3	1-1	1-1	2-1	4--
Sociology	7	2	2-2	-	3--	2--
Speech-Drama	5	2	-	1-1	3-1	1--
Business Administration	10	1	1-1	1--	3--	5--
Education	17	6	6-6	1--	6--	4--
Health and Physical Education	10	2	1--	-	5-2	4--
Nursing	5	-	-	-	2--	3--
Psychology	6	4	1-1	2-2	1-1	2--
TOTAL	126	44	13-12	14-10	57-22	42--

Note: Does not include 12 persons on leave

All other faculty, with the exception of three Instructors in Nursing, have the Masters or equivalent

ARMSTRONG STATE COLLEGE
1973-74

	Total	PhDs	Prof	Assoc Prof	Asst Prof	Instr
Biology	7	5	2-2	1-1	3-2	1--
Business Administration	14	5	5-4	2--	6-1	1--
Chemistry-Physics (Phys 1-1)	5	5	2-2	2-2	1-1	-
History-Political Science	13	8	4-3	5-5	4--	-
Mathematics	10	6	1-1	2-2	7-3	-
Psychology-Sociology	9	3	1-1	-	6-2	2--
Physical Education	7	1	1--	1-1	3--	2--
Nursing	12	-	-	-	5--	7--
Language and Liberature						
English	14	5	6-4	-	7-1	1--
Foreign Language	2	1	1-1	-	1--	-
Fine Arts						
Music	2	1	1-1	-	1--	-
Art	1	-	-	-	1--	-
Education	10	8	1-1	2-2	5-5	2--
Dental Hygiene	5	2	-	-	1-1	4-1
Criminal Justice	3	3	-	1-1	2-2	-
Academic Skills Program	4	-	-	-	4--	-
Computer Science	1	-	-	-	1--	-
TOTAL	119	53	25-20	16-14	58-18	20--1

Note: Does not include faculty on leave

All other faculty have the Masters or equivalent with the following exceptions: one Instructor of English, five Instructors of Nursing, one Instructor of Physical Education, one Instructor of Physical Education and three Instructors of Dental Hygiene

AUGUSTA COLLEGE
1973-74

	Total	PhDs	Prof	Assoc Prof	Asst Prof	Instr
Biology	7	5	1-1	3-3	3-1	-
Business Administration	17	10	5-5	5-4	6-1	1--
Chemistry	6	5	2-2	4-3	-	-
Education	13	10	1-1	4-4	7-5	1--
English	18	5	1-1	3-2	9-2	5--
Fine Arts						
Music	7	2	1-1	1-1	4--	1--
Art	4	-	-	1--	2--	1--
History (including Political Science)	13	6	3-3	3-2	5-1	2--
Languages (Foreign)	4	2	-	1-1	2-1	1--
Mathematics	10	5	2-1	2-2	6-2	-
Nursing	8	-	-	2--	4--	2--
Physical Education	6	-	-	1--	3--	2--
Physics (and Earth Science)	3	3	1-1	1-1	1-1	-
Psychology	8	7	3-3	2-2	2-2	1--
Sociology	6	2	-	2-2	1--	3--
TOTAL	130	62	20-19	35-27	55-16	20--

Does not include faculty on leave

All other faculty have the Masters or equivalent with the following exceptions: two Instructors of Nursing

COLUMBUS COLLEGE
1973-74

	Total	PhDs	Prof	Assoc P	Asst P	Instr
Business Administration-Economics Division	23	11	4-4	6-4	11-3	2--
Special Studies	3	-	-	-	1--	2--
Education Division	18	13	2-2	4-4	11-7	1--
Physical Education	7	1	-	2--	5-1	-
Art and Drama						
Art	7	1	1-1	-	5--	1--
Drama	2	-	-	-	1--	1--
Music	10	3	2-2	1-1	6--	1--
Dental Hygiene	3	2	-	2-2	-	1--
Medical Technology	1	-	-	-	1--	-
Nursing	12	-	1--	2--	5--	4--
Languages-Humanities Division						
English	18	7	1-1	6-6	9-0	2--
Speech	3	1	-	1-1	2--	-
Philosophy	1	1	-	1-1	-	-
Foreign Languages	3	1	-	1-1	2--	-
Biology	7	6	3-2	1-1	3-3	-
Chemistry	4	2	-	2-2	-	2--
Mathematics	10	7	-	4-3	6-4	-
Physics	3	2	1-1	-	2-1	-
Criminal Justice & ROTC	3	-	-	1--	2--	-
History and Political Science						
History	16	11	2-2	2-2	11-7	1--
Political Science	9	4	-	3-2	5-2	1--
Psychology and Sociology						
Psychology	8	7	1-1	3-3	4-2	1-
Sociology	3	1	-	1-1	1--	1--
TOTAL	174	82	18-16	43-34	93-31	21

Note: Does not include faculty on leave

All other faculty have the Masters or equivalent with the following exceptions: One assistant Professor of Nursing, three Instructors of Nursing and one one Instructor in Special Studies

FORT VALLEY STATE COLLEGE
1973-74

	Total	PhDs	Prof	Assoc P	Asst P	Instr
Agriculture	16	8	3-3	2-2	9-3	2--
Business and Economics	14	3	-	3-3	4--	7 -
Education	20	15	7-7	4-4	7-3	2-1
Psychology	2	1	-	-	2-1	-
Health and Physical Education	8	1	-	-	6-1	2--
Home Economics	8	1	-	-	4-1	4--
Art	3	-	-	-	2--	1--
English	17	1	-	3-1	9--	5--
Foreign Languages	8	2	-	-	6-2	2--
Music	7	3	1-1	4-2	1--	1--
Science and Mathematics						
Biology	8	6	2-2	4-4	-	2--
Chemistry	7	4	1-1	2-1	4-2	-
Mathematics-Physics	8	1	-	1--	4-1	3--
Social Sciences						
History	6	3	-	2-2	2-1	2--
Political Science	2	2	1-1	-	1-1	-
Sociology & Social Welfare (including Social Science)	10	4	3-3	2-1	2--	3--
Developmental Education (Special Studies)	5	1	-	-	4-1	1--
TOTAL	149	56	18-18	27-20	67-17	37-1

Note: Faculty on leave not included.

All other faculty have the Masters or equivalent with the following exceptions: one Instructor of Foreign Languages

GEORGIA COLLEGE
1973-74

	Total	PhDs	Prof	Assoc P	Asst P	Instr
Art	4	-	1--	1--	1--	1--
Biology	9	7	1-1	3-2	5-4	-
Business Administration & Economics	12	5	3-3	2--	7-2	-
Chemistry and Physics						
Chemistry	4	4	1-1	1-1	2-2	-
Physics	1	1	-	1-1	-	-
Education	16	8	4-4	2-1	8-3	2--
English and Speech						
English	9	2	2-2	1--	4--	2--
Speech-Drama	1	-	-	-	1--	-
General Instruction (Lib Sci)	1	-	-	-	1--	-
Health, Physical Education & Rec.	12	3	2-2	2--	6-1	2--
History and Political Science	12	8	2-2	1-1	7-4	2-1
Home Economics	10	1	1-1	2--	5--	2--
Mathematics	5	3	1-1	2-1	2-1	-
Modern Foreign Languages	4	2	1-1	1-1	2--	-
Music	8	1	1-1	2--	4--	1--
Nursing	6	0	-	-	3--	3--
Philosophy and Religion	1	1	1-1	-	-	-
Psychology	4	3	1-1	1-1	2-1	-
Sociology	4	1	1-1	-	2--	1--
Health Professions Education Center						
Med Tech & Mental Health Assts.	2	-	-	-	-	2--
Robins Resident Center						
Business Administration & Economics	5	1	-	-	5-1	-
TOTAL	130	51	23-22	22-9	67-19	18-1

Note: Faculty on leave not counted

All other faculty, with the exception of three Instructors in Nursing and one Instructor in Medical Technology

GEORGIA SOUTHERN COLLEGE
1973-74

	Total	PhDs	Prof	Assoc P	Asst P	Instr
Art	10	2	2-1	2-1	2--	4--
Biology	16	14	5-5	5-5	5-4	1--
Chemistry	7	7	3-3	2-2	2-2	-
English, Journalism, Philosophy						
English	27	16	7-7	3-3	14-6	3--
Journalism	2	-	-	-	-	2--
Philosophy	2	-	-	-	2--	-
Foreign Languages	10	5	1-1	1-1	6-3	2--
Geology	4	4	-	1-1	3-3	-
History & Geography						
History	16	13	3-3	5-5	7-4	1-1
Geography	2	-	-	-	2--	-
Home Economics	14	2	1-1	1-1	6--	6--
Mathematics	18	10	-	9-9	4-1	5--
Music	11	7	2-2	2-2	7-3	-
Physics	6	5	1-1	3-3	2-1	-
Political Science (inc C J)	9	6	-	2-2	7-4	-
Psychology	9	8	1-1	2-2	5-5	1--
Sociology-Anthropology	9	6	1-1	2-2	4-3	2--
Speech-Drama	7	4	1-1	1-1	5-2	-
Accounting	4	1	-	1-1	1--	2--
Economics	5	3	-	5-3	-	-
Finance	6	3	2-2	2-1	2--	-
Management	7	2	-	3-2	4--	-
Marketing-Office Management	8	2	1-1	1-1	6--	-
Educational Psych & Guidance	7	6	1-1	3-3	2-2	1--
Elementary Education	9	6	3-3	-	5-3	1--
Instruction & Curriculum	12	7	1-1	3-3	2-2	6-1
Professional Laboratory Experience	13	9	1-1	2-2	7-6	3--

	Total	PhDs	Prof	Assoc P	Asst P	Instr
School Services Personnel	5	5	-	5-5	-	-
Secondary Education	8	5	1-1	3-3	1-1	3--
Health, P Ed, Recreation	28	8	3-3	4-3	13-2	8--
Industrial Technology	15	5	2-2	3-2	10-1	-
TOTAL	306	171	43-42	76-69	136-58	51-2

Note: Does not include faculty on leave

All other faculty have the Masters or equivalent, with the exception of: one Instructor of Instruction and Curriculum, and one Instructor of Health, Physical Education and Recreation

GEORGIA SOUTHWESTERN COLLEGE
1973-74

	Total	PhDs	Prof	Asso P	Asst P	Instr
Business Administration	17	4	2-2	2-1	13-1	1--
Education	17	14	1-1	4-4	11-9	1--
English and Humanities						
English	13	7	1-1	3-2	9-4	-
Art	5	1	1-1	-	1--	3--
Foreign Languages	4	1	-	-	3-1	1--
Music	3	1	-	1-1	2--	-
Speech-Drama	3	1	-	1-1	1--	1--
Nursing	9	-	-	1--	5--	3--
Physical Education	8	3	2-1	-	4-2	2--
Biological Sciences	7	5	1--	4-4	2-1	-
Mathematics	8	4	-	1-1	7-3	-
Physical Sciences						
Geology	4	4	2-2	1-1	1-1	-
Chemistry	6	5	-	3-2	3-2	-
Physics	2	-	-	-	-	2--
Physical Science	1	1	-	-	1-1	-
Social Science						
History	7	5	-	2-2	5-3	-
Political Science	4	3	1-1	-	3-2	-
Psychology	8	7	-	2-2	6-5	-
Sociology	2	1	-	-	2-1	-
Economics	1	-	-	-	1--	-
TOTAL	129	67	11-9	25-21	80--36	14--

Note: Does not include faculty on leave

All other faculty have the Masters or equivalent with the following exception: three Instructors of Nursing

NORTH GEORGIA COLLEGE
1973-74

	Total	PhDs	Prof	Assoc P	Asst P	Instr
Biology	4	3	2-2	-	2-1	-
Business Administration	7	2	1-1	1-1	4--	1--
Chemistry	3	2	1-1	-	2-1	-
Education	8	6	1-1	1-1	6-4	-
English	7	2	1-1	3-1	3--	-
Fine Arts						
Art	3	-	-	1--	-	2--
Music	3	-	-	-	2--	1--
Speech-Drama	1	-	-	-	-	1--
Mathematics	7	3	2-2	1--	4-1	-
Modern Languages	3	2	1-1	-	2-1	-
Physical Education	7	1	-	-	7-1	-
Physics	3	3	-	1-1	2-2	-
Psychology	5	3	1-1	2-2	2--	-
Social Science	7	5	4-4	2-1	1--	-
Special Studies	3	-	-	-	3	-
Sponsored Operations/Social Work Program	4	-	-	-	3--	1--
TOTAL	75	32	14-14	12-7	43-11	6--

Note: Faculty on leave not included

All other faculty with the exception of one Instructor in Sponsored Operation/Social Work Program, have the Masters or Equivalent.

SAVANNAH STATE COLLEGE
1973-74

	Total	PhDs	Prof	Assoc P	Asst P	Instr
Biology	8	8	4-4	2-2	2-2	-
Business Administration	15	7	2-2	6-4	6-1	1--
Chemistry	5	4	3-3	-	1-1	1--
Education	13	10	4-4	3-1	6-5	-
English	17	6	4-3	1-1	9-2	3--
Fine Arts						
Art	3	-	-	-	2--	1--
Music	6	2	1-1	1-1	3--	1--
Health and Physical Education	10	2	1-1	1-1	4--	4--
Home Economics	4	1	-	2-1	2--	-
Mathematics-Physics						
Mathematics	9	4	1--	6-4	2--	-
Physics-Earth Science	4	3	3-3	-	-	1--
Modern Languages	4	2	2-2	-	2--	1--
Social Science	14	9	4-4	1-1	4-4	5--
Technical Science	9	5	1-1	-	7-4	1--
Demonstration Developmental Center	7	-	-	-	1--	6--
TOTAL	128	63	30-28	23-16	52-18	25--

Note: Faculty on leave not included

All other faculty have the Masters or equivalent with the following exceptions: one Assistant Professor of Business Administration, (CPA) One Instructor of Music, two Instructors of Health and Physical Education, One Instructor of Math-Physics Division and one Assistant Professor of Technical Science.

VALDOSTA STATE COLLEGE
1974-75

	Total	PhDs	Prof	Assoc P	Asst P	Instr
Biology	13	6	2-2	2-2	6-2	3--
Chemistry	4	3	3-3	-	-	1--
Computer Science	2	1	-	-	1-1	1--
ENglish	20	12	4-4	2-2	11-6	3--
Geology	2	1	-	1-1	1--	-
History	15	12	3-3	5-5	5-4	2--
Mathematics	11	8	5-4	2-2	3-1	1-1
Modern Foreign Languages	9	1	-	2--	4-1	3--
Philosophy	3	1	-	-	1-1	2--
Physics	7	4	2-1	2-2	3-1	-
Political Science	2	2	-	1-1	1-1	-
Sociology-Anthropology	8	4	2-2	-	4-2	2--
Accounting	5	1	1-1	-	3--	-
Economics-Business Administration	14	5	1-1	3-3	9-1	1--
Secretarial Administration-Business Education	4	1	1--	1--	2-1	-
Education	28	22	7-7	9-9	10-6	2--
Physical Education	12	3	-	2-1	8-2	2--
Psychology	5	3	1-1	-	4-2	-
Art	9	1	2--	3-1	4--	-
Music	9	4	3-3	2-1	4--	--
Speech-Drama	8	3	1-1	2-1	4--	1-1
Nursing	12	-	1--	3--	4--	4--
TOTAL	202	98	39-33	42-31	93-32	28-2

(Learning Skills Laboratory faculty in English Department)

Note: Faculty on leave not included.
All other faculty have the Masters or equivalent with the following exceptions: one PhD Candidate, one Instructor in Physical Education and five instructors in nursing.

WEST GEORGIA COLLEGE
1973-74

	Total	PhDs	Prof	Assoc P	Asst P	Instr
Biology	12	9	4-4	3-2	5-3	-
Chemistry	6	5	1-1	2-2	3-2	-
English	21	11	3-3	5-5	9-3	4--
Fine Arts						
Art	16	-	-	1--	2--	4--
Music	11	2	1-1	1-1	6--	3--
Speech-Drama	6	3	-	3-3	3--	-
Foreign Languages	11	5	2-2	3-2	4-1	2--
Geography	5	2	-	1-1	3-1	1--
Geology	8	7	1-1	4-3	3-3	-
History	19	14	1-1	7-6	11-7	-
Mathematics	17	11	2-2	5-4	9-5	1--
Philosophy	4	3	-	1-1	3-2	-
Physics	6	6	1-1	2-2	3-3	-
Political Science	11	4	3-3	-	6-1	2--
Sociology-Anthropology	19	7	1-1	3-3	13-3	2--
Accounting and Finance	8	2	1-1	1-1	6--	-
Business Education	6	3	1-1	4-2	1--	-
Economics	10	5	2-2	1-1	7-2	-
Management and Marketing	9	2	1-1	2-1	6--	-
Administration/Supervision	3	3	-	3-3	-	-
Early Childhood Education	8	3	-	2-2	2-1	4--
Elementary Education	8	5	1-1	1-1	4-3	2--
Graduate Education	3	3	1-1	2-2	-	-
Guidance and Counseling	4	4	-	1-1	3-3	-
Instructional Development	7	3	1-1	1-1	4-1	1--
Physical Education & Recreation	12	4	-	2-1	6-3	4--
Psychology	17	12	5-5	5-5	3-2	4--

Page 2 West Georgia College

	Total	PhDs	Prof	Assoc P	Asst P	Instr
Secondary Education	4	3	2-2	1-1	1--	-
Special Education	5	3	-	1-1	4-2	-
Teacher Education	8	6	2-2	1-1	5-3	-
Nursing	1	-	-	1--	-	-
(Environmental Studies -shared)	2	2	-	1-1	1-1	-
TOTAL	278	152	37-37	71-60	136-55	34--

Note: Faculty on leave not included

All other faculty have the Masters or equivalent

II. IMPACT STUDIES

Reference: Section B (Letter)
Part A, II-C (Plan)

General operations of the University System require numerous decisions related to initiation or elimination of (a) academic programs, (b) facilities development on existing campuses, (c) the development of new institutions, and (d) the modification of institutional admissions standards. Each of these decisions is primarily based upon consideration of System-wide educational, research, or service objectives. It is also true that a limited number of such decisions require an evaluation of the potential impact of the decision on the specific desegregation efforts of one or more System institutions.

The Board of Regents commits itself under this Plan to the identification of those specific proposals which have potential impact on desegregation efforts and to the development of appropriate impact statements directed toward a measure of the net projected effect expected from the implementation of such proposals.

The identification of proposals having a potential impact on desegregation will initially be the responsibility of the president of the institution recommending the specific action in question. The Vice Chancellor in the Regents' Office responsible for the specific functional area covered by the proposal will work with the institution in the development of the data base required for an assessment of the net impact of the proposed action. The Associate Vice Chancellor, who has overall responsibility for the day to day implementation of this plan, will assess the completeness of the impact study and will incorporate

an appropriate impact statement in the agenda item submitted to the Board of Regents requesting approval of the proposed action. The Associate Vice Chancellor will also be responsible for screening all proposals prior to their introduction into the agenda to insure that no proposals requiring impact statements have been overlooked.

This action will be implemented effective with the Fall Quarter of 1974 through the issuance of a memorandum to the presidents by the Associate Vice Chancellor. Full implementation of this action will be effective for all proposals submitted subsequent to the issuance of this memorandum.

Indirect costs attendant with the development of these impact studies will be born by the institutions and the Regents' Office through the regular operating budget. This will be accomplished through the treatment of impact statement development as an additional parameter in the current proposal review process. No additional resources beyond those currently available will be required.

Those actions approved by the Board of Regents during the preceding six months which required an attendant desegregation impact statement will be reported to HEW on a semi-annual basis. Proposed actions not recommended for approval as a result of the net adverse impact revealed through impact statement development will also be reported to HEW for information purposes on a semi-annual basis.

III. INSTITUTIONAL ROLES AND CURRICULUM DUPLICATION

Reference: Section C and D (Letter)
Part A, III and IV (Plan)

This section is in response to HEW requests that a state-level planning process be formulated to analyze institutional and system missions as well as develop mechanisms to recognize and take corrective action in the area of duplicative curricula.

The University System of Georgia is committed to such a formulation and will proceed based on the following objectives:

1) Describe and analyze the mission, role and scope of the University System as well as each institution within the System.
2) Formulate a state-level process that will:
   a) determine those areas of study where unnecessary duplication exists
   b) eliminate unnecessary duplication
   c) result in an implementation schedule

Study of any one aspect of an institution pursued to its fullest ramifications, leads ultimately to appraisal of the integrity and effectiveness of the institution, or system, as a whole. In defining the scope of a study such as the one contemplated, the approach would be to divide the operations of the system into such areas as instruction, curriculum, administration, finances, student life, and faculty. These are interrelated, and it is not possible to pursue one very far without involving others. However, it is reasonable to regard one or more of these categories, as defining the major emphasis of the study. It is our intent to place major emphasis on the curriculum area. Operational definitions of "generic programs of study", "program cooperation" and "unnecessary duplication" are presented in Part B, Section I of this Plan.

Much time can be wasted on discussion of purposes and objectives because of natural tendencies to express ideals and hopes rather than realistic goals appropriate to the clientele which an institution serves and the financial level at which it can operate. It may be necessary to let agreement on realistic objectives and purposes grow out of the study rather than to try to make them preface it.

Responsibility/Organization

Overall responsibility rests with the Associate Vice Chancellor. In order to implement this project a task force will be established by the University System Advisory Council.

Implementation

The University System will act on recommendations which result from the project outlined in this section. By the first semi-annual report the task force should have developed the project plan in sufficient detail so that dates for elimination of possible unnecessary curriculum duplication can be indicated. A tentative outline of initial project steps includes:

Implementation Step	Target Dates Start	Complete
Appoint task force members	7/74	8/74
Prepare detailed outline of project plan. This will include dates to eliminate possible unnecessary curriculum duplication	First semi-annual report	
Analysis/Restudy of University System goals - quantification to extent possible	7/74	1/75
Individual institution role and scope studies	10/74	12/75
Correlation/Review of individual studies	1/75	1/76
Review of differentiation of function among types of institutions, and desired changes in the pattern of differentiation	3/75	6/76
Attention to the articulation between higher education and secondary education	7/74	6/76

Armstrong State College and Savannah State College, proximate senior colleges in the Savannah area, will be treated as a special case in the initiation of this study. In order to delineate the specific role of each college, reduce and/or eliminate non-generic duplicative programs in such a manner as to promote the enrollment of a significant number of non-majority students on each campus, Armstrong State College and Savannah State College will develop and implement a plan (including a timetable and cost analysis) cooperatively beginning with the following steps:

1. Appoint a committee with equal representation from each college, including from each college the Dean of the College, three tenured faculty members, two student members, and two alumni members. The two college presidents will co-chair the committee. The purposes of the committee will be to:
    a. Examine carefully existing curricula at the two institutions for the purpose of reducing and/or eliminating non-core duplicative curricula.
    b. Make recommendations as to the division between the two colleges of program so that each college will have distinct upper level programs and majors not unnecessarily duplicated by the other.

    This committee will be appointed not later than August 1, 1974; its report is to be completed not later than July 1, 1975, with implementation of approved recommendations initiated not later than July 1, 1976.
2. Appoint a committee with equal representation from each college, including from each college the deans of student affairs, two

recruiters and/or counselors and two students (one black and one white) from each campus. The two deans of the colleges will co-chair the committee. The purpose of the committee will be to:

a. Develop a unified approach for joint effort by the two institutions in local recruiting.

b. Develop a joint effort program through which the area high school counselors will be contacted and informed of the opportunities offered at the two institutions.

This committee will be appointed not later than August 1, 1974; its report is to be completed by March 1, 1974, with implementation initiated not later than September 1, 1975.

3. Direct department heads from each of the two colleges under the supervision of the two deans of the colleges in each academic area to meet in a series of joint meetings in order to examine carefully ways in which the undergraduate program might become more cooperative by utilizing the strengths of the two departments. These meetings are to begin in September 1974 with the reports being due not later than June 1, 1975. These reports would be given to the two deans of the colleges for collation not later than September 1, 1975. Implementation of the recommendations which are considered to be feasible would be initiated not later than September 1, 1976.

IV. STUDENT RECRUITMENT

Reference: Section E (Letter)
Part IV-C-1 (Plan)

As noted in Part A, successful recruiting and retention of students requires a coordinated approach to potential applicants, the structuring of financial aid packages sufficient to meet individual needs, and the provision of programs directed toward the academic and social adjustment required for long-range academic success. Factors related to successful recruiting are diverse in nature but closely interrelated. Recruiting programs therefore must be comprehensive if they are to reach all potential students.

The University System recruiting policies are common to all institutions; however, some recruiting procedures vary within the University System due to the type and geographic location of the different institutions. For example, the recruiting procedure of a two-year commuter institution is oriented toward the local area, while the recruiting procedure of a two-year resident institution is oriented to cover the entire state.

However, all recruiting activities are pursued without regard to race, color, sex, age, religion, or national origin.

The answers to three basic questions lie at the very heart of the various strategies developed for recruitment:

(1) What are the factors that influence a student's choice of college?

(2) What information does he need in making his choice?

(3) What are the best channels to distribute this information?

Research guided by these questions very pointedly reveals that there are no single or simple answers. However, what has been learned is the basis for University System recruiting activities.

It has been learned that parents are, by far, the most influential agents in the student's choice of college, followed by relatives and friends, counselors, teachers, principals, College Day or College Fair programs, and advertisements.

It has also been learned that the information that is considered essential and desirable to aid in making the decision requires both general and specific information relating to geographic location, academic programs, admissions, costs, financial aid and assistance, and campus life.

Counselors are, by far, the students' major source of information concerning colleges, the second source being parents, relatives and friends, then followed by teachers and principals, and advertisements.

The function of recruiting activities, then, is to provide general, specific and factual information concerning available educational opportunities so that each of the respective institutions can be properly interpreted by:

(1) students,

(2) counselors and others that serve as information resources for prospective students, and

(3) parents and others that serve as influential factors in the student's choice of college.

PROBE Counselop Workshops are held over the state for the purpose of providing information and materials relating to the various available educational opportunities of all University System institutions. These workshops are cooperatively planned, with high school counselors, college representatives, and financial aid officers participating. Opportunities are afforded for personal contact for discussions of specific problems

as well as for the provision of complete general information in the form of printed materials for the counselors. The workshops are designed specifically for the counselor who works directly with the student and his family. However, contact is made with all superintendents, headmasters, and principals for their information and, most importantly, to solicit their support. The counselor must be given release time to attend, and in recent years the secondary school administrative structure has been very supportive of the workshop programs. The eleven PROBE Counselors Workshops in 1973 were attended by more than 400 high school counselors over the state. Every high school counselor, representing both public and private institutions, is invited to attend.

These workshops afford the college representative an opportunity to discuss his institution with high school counselors face to face. College representatives and counselors get to know each other personally, and problems, both real and perceived, get personal attention.

Twenty Educational Fairs designed to provide students, parents, teachers, counselors, administrators, and other interested persons with factual and current information about all phases of admissions, financial aid, cost, housing, programs, etc., were held throughout the state in 1973. The general public was informed about the fairs through a state-wide publicity program using newsletters, newspaper stories, and radio and television coverage.

These fairs were blanketed over the state and were attended by more than 10,000 persons. The fairs were held in civic centers, shopping malls, armories, community recreation centers, large convention-type motels, and coliseums. An effort was made not to schedule these fairs on any school campus, but in two instances adequate facilities

were not available except on college campuses. Participation in these fairs is voluntary. Some institutions participate in all fairs while some will be involved in only one. This is generally determined by the nature of the institution. For example, a non-residential college is not likely to participate in fairs outside what they consider to be its service area.

Each institution participating in the fair is assigned one table. The location of an institution's table is determined either by alphabetical order by name of institution or by lottery. Institutions are limited to visual displays (audio equipment is not permitted). Each person attending the fair is provided with a general information brochure. This brochure includes a listing of all participating institutions, and a map of the fair facility showing the location of each participating institution.

A representative from the Board of Regents serves as an ex-officio member of the Georgia Education Articulation Committee and attends all fairs and workshops sponsored by the Committee. The Regents' representative participates in the planning, development, scheduling, and evaluation of all PROBE fairs and workshops.

Plans for 1974 are now being made for 22 fairs and 12 counselor workshops. A concerted effort will be made to get more counselors to attend the workshops. This will be accomplished by soliciting administrative support from Boards of Education, superintendents, headmasters, and principals. Two additional workshops have been scheduled to make the workshop more accessible in respect to geographic distances.

Two additional fairs have been scheduled for 1974, and again every effort will be made to use facilities that are most accessible and attractive to all students (shopping malls, civic centers, armories, and other

public facilities that afford access and convenience). The workshops and fairs are scheduled as follows:

PROBE COUNSELOR WORKSHOPS	PLACE	DATE
1. Atlanta	Airport Hilton Inn	September 30
2. Marietta	Kennesaw Junior College	October 2
3. DeKalb	Plantation House Restaurant	October 9
4. Augusta	Executive House of Augusta	October 10
5. Swainsboro	Swainsboro Country Club	October 14
6. Rome	Mount Berry College	October 22
7. Gainesville	Holiday Inn	October 24
8. Columbus	Columbus College	October 29
9. Macon	Sheraton Motor Inn	October 30
10. Albany	Downtowner Motor Inn	November 7
11. Waycross	Y.M.C.A.	November 12
12. Savannah	Armstrong State College	November 14

PROBE REGIONAL FAIRS	PLACE	DATE
1. Atlanta	Greenbriar Shopping Mall	September 30
2. DeKalb County	Northlake Mall	October 1
3. Marietta	Cumberland Mall	October 2
4. Newnan	Armory in Newnan	October 8
5. DeKalb County	South DeKalb Mall	October 9
6. Augusta	Bell Auditorium	October 10
7. Swainsboro	Armory in Swainsboro	October 14
8. Milledgeville	Hatcher Square Mall	October 15
9. Athens	Coliseum, University of Ga.	October 16
10. Dalton	Dalton Junior College	October 21
11. Rome	Ramada Inn	October 22
12. Blairsville	Union County High School	October 23
13. Gainesville	Holiday Inn	October 24
14. Cordele	Armory in Cordele	October 28
15. Columbus	Municipal Auditorium	October 29
16. Macon	Coliseum	October 30
17. Valdosta	City Auditorium	November 6
18. Albany	Downtowner Motor Inn	November 7
19. Douglas	Armory in Douglas	November 11
20. Waycross	Y.M.C.A.	November 12
21. Brunswick	Brunswick Mall	November 13
22. Savannah	Oglethorpe Mall	November 14

The activities described in the Plan represent a continuing effort on the part of the Board of Regents to achieve its stated objectives and to comply with Title VI of the Civil Rights Act of 1964. The

principles and practices of the University System Recruitment Program are non-discriminatory.

The University System has experience in changing the image of an institution. For example, two University System institutions, Georgia College and Valdosta State College, were once women's colleges. In the fall of 1973, Valdosta State College enrolled 47% males and Georgia College enrolled 44% males. Georgia Tech, formerly an all male institution, enrolled 7% females in the fall of 1973. Georgia State University was once a division of the University of Georgia.

The following are specific operational steps that have been implemented to facilitate image change and attract minority students:

(1) The predominantly white institutions have employed black admissions counselors.

(2) The predominantly black institutions have employed white admissions counselors.

(3) Faculty members, black and white, participate in recruiting activities.

(4) Students, black and white, participate in recruiting activities.

(5) High school counselors, black and white, are invited to the campuses for workshops and conferences.

(6) Printed materials are designed to reflect the presence of minority students on campus.

(7) Leaders from business, industry, and government are consulted for methods, procedures and ideas on minority recruitment.

(8) Target populations are identified, and listings of potential students from the target population are obtained. Several national organizations provide these services on local, state,

regional, and national bases. Parameters are defined by the college, and listings of potential students are provided. (National Scholarship Service and Fund for Negro Students, College Entrance Examination Board, National Merit Scholarship Program, and the Veterans Administration are examples.)

(9) Direct mailings, follow-ups, and personal visits to schools based upon inquiries or the above cited listings.

(10) Special week-long programs for recognition of minority achievements and accomplishments by the various institutions.

(11) Special art showings featuring minority artists and/or cultural themes.

(12) Student organizations are charged to promote minority participation in various student activities.

(13) Special courses, lectures, and seminars relating to minority needs and interests are sponsored by the various institutions.

These operational steps have been effectuated within the framework of stated principles and practices. The specific, measured effect that these steps have with respect to the degree that black students will select traditionally white institutions and conversely the degree that white students select traditionally black institutions is extremely difficult to determine.

The University System Advisory Council Administrative Committee on Records and Admissions reviews and evaluates the principles and practices of recruiting annually. Plans are to continue the various outreach programs considered most effective by each of the respective enstitutions, and all institutions will participate in the state-wide PROBE Programs in 1974. The Committee is receptive to, and searches for, new ideas and procedures that will improve current effectiveness. Listed

below are several activities in process of consideration:

(1) The feasibility of sponsoring a state-wide conference on attracting white students to the traditionally black institutions. There are three traditionally black institutions in the University System and an additional six traditionally black private schools in the state.

(2) Design and conduct a series of studies for the purpose of determining the effect of present procedures and methods.

(3) The feasibility of obtaining extramural funds to support the development and operation of summer institutes or camps on campus for disadvantaged high school juniors and seniors. The objectives of the institutes are:

(a) To stimulate interest in post-secondary education

(b) To alert the students to the advantages of continuing their education

(c) To plan and propose a suitable financial aid package

(4) The feasibility of obtaining extramural funds to sponsor disadvantaged students for week-end visits to the campus. The visitors would attend classes, student activities, and meet with student and faculty groups.

(5) The feasibility of obtaining extramural funds to sponsor a college tour for disadvantaged students. A full week tour on a chartered bus visiting 7 to 10 separate institutions.

(6) Seek cooperation and commitments from business, industry, and government to provide financial grants, part-time employment, and co-op opportunities for disadvantaged students.

The recommendations developed by the Advisory Council Administrative Committee on Records and Admissions will be acted upon by the Regents' Office staff under the direction of the Associate Vice Chancellor. Recommendations found to be feasible will be implemented on timetables determined by the nature of the specific action required.

A student's progress will be assessed periodically throughout the year. He may exit the Special Studies Program at any time he exhibits predetermined levels of satisfactory performance. A student failing to satisfactorily exit the program within one year may be asked to withdraw. Procedures for exiting Special Studies programs are standardized throughout the University System.

Staffing is the most important element in a Special Studies Program. The Program includes several types of staff: a director; English, Math, and Reading instructors; counselors; and tutors. Educational, vocational and personal counseling is incorporated as an integral part of the program of Special Studies activities. The CGP provides useful demographic data that will be used in counseling.

The faculty who work with the Special Studies Program have been recruited for their sensitivity to student needs, competency in the selected field, flexibility and openness to new and different teaching techniques which benefit those participating. Such a staff is above minimizing the intelligence or background of the students they serve. To deal successfully with these students, the faculty develop and examine case histories to learn about each individual and problems which might cause the learning deficiency.

Effective counseling is an integral part of the Special Studies Programs. Counselors are concerned about the students' educational and vocational aspirations and seek out these students to investigate their needs.

The programs provide tutoring services to supplement instruction. These services are provided by graduate students when avail-

V. RETENTION OF BLACK STUDENTS

Reference: Section F (Letter)
Part A, IV-C-3 (Plan)

The Board of Regents commits itself to the implementation at each institution of comprehensive academic programs designed to aid in the retention of students. This action is based on the belief that the question of special compensatory activities goes directly to the heart of the problem of increasing minority student enrollment.

Special Studies Program Implementation

Students assigned to the program of Special Studies pursue developmental programs of study in the areas of English, reading or mathematics. The English instruction includes several levels providing instruction in grammar, spelling, word usage, sentence and paragraph structure and, when needed, speech. The reading instruction includes levels with instruction in vocabulary, comprehension and speed. The math instruction includes levels for instruction in arithmetic computation skills and elementary algebra.

The programs also include, either through an organized course or in individual and group counseling sessions, an orientation to college life, study skills, personal relations, and vocational and academic counseling. As much as possible, an individualized approach is used making extensive use of laboratory settings and utilizing extensive instructional media. No college level credit is earned by Special Studies activities; however, "institutional credit" is awarded. A student admitted to the Special Studies category is not permitted to take credit courses which require the content of the Special Studies Program as a prerequisite.

able, other mature students, faculty, and interested community members, Again, they are required to be sympathetic to the needs of Special Studies students.

To insure success, the director and staff assist the administration and faculty in accepting the Special Studies participants and their related activities as an integral part of the total collegiate structure. This helps the student develop a basis for belonging and prevents him from feeling disassociated from the college.

The Special Studies department has a staff with an interest in and dedication to the Program and its students. There is sufficient full-time staff to provide the minimum program needed for the full year with additional staff being drawn from the other college departments as needed to meet additional needs.

The basic objective of these efforts is to expand opportunities for poorly prepared students.

The director has staffing, budgeting, and policy-making responsibility and authority commensurate with other institutional departments. Additionally, the director has a knowledge of the total academic program, appreciation for the relationship of this program to the entity, and empathy and understanding for students enrolled in the program. He will report directly to the institutions's chief academic officer who in turn is responsible to the president of the institution. The president of each institution in the University System is responsible to the Board of Regents through the Chancellor for all aspects of the institutions's operations.

The fundamental step is the tentative identification of poorly prepared students prior to their admission to the college. Effective September 1974, all prospective students with a combined Scholastic Aptitude Test score of 650 or less will be notified that they will be required to take further tests. Institutions may set higher standards than the 650 SAT score. The Comparative Guidance and Placement Program of the College Entrance Examination Board will be used for the purpose of specific placement either in developmental courses within the program of Special Studies or in regular college level work.

The minimum exit scores for the System are standard scores of 42 on the CGP math section, 43 on the CGP reading section, and 44 on the CGP sentences section. Each institution will be free to set any higher standard which it believes to be desirable.

It is expected that the newly established standard will directly affect about 3,500 students. However, in the 1972 Fall Quarter nearly 6,000 students were taking one or more developmental courses. This indicates that the various schools, as well as individual students, have already identified a major portion of the problem. Therefore, it is estimated that the program enrollment will range from six to seven thousand students by the fall of 1974.

The Special Studies Program is recognized as an integral part of the academic program of the University System and as such will receive the full support of the Board of Regents. Exact budget figures will not be available until enrollment has been completed

September 1974. However, preliminary budget development indicates that approximately 150 equivalent full time (E.F.T.) faculty and staff supported by an operating budget of approximately $2,200,000 will be designated within institutional operating budgets for University System remedial programs, including Special Studies.

Institutions will submit data quarterly on the number of students in their Special Studies program and the resources utilized by the Program. In addition they will submit an annual report that will include comprehensive information about students, faculty, curriculum, support services and an evaluation of their Special Studies Programs.

After review of these reports, the Associate Vice Chancellor will inform the institutional presidents of items needing attention for the improvement of these programs. In addition, the recently established University System Advisory Council Academic Committee on Special Studies will meet at least twice annually to consider the progress of these programs and offer advice on how they might be made more effective. An annual workshop for Special Studies faculty and personnel will be conducted to improve their skills and to share information. The second such workshop was held May 16-18, 1974.

Implementation of a System for Assessing the Retention Rate of Students

The quantitative assessment of the retention rates for students who have participated in compensatory activities is an essential adjunct to the provision of such activities. The Board of Regents therefore commits itself to the development of a student records system possessing the necessary detail to permit tracking of the student from initial enrollment to program completion or withdrawal.

Data, collected by student, will include: institution, student name, social security number, sex, race, quarter and year of entrance, high school, high school average, SAT scores, hours attempted, credit earned, transfer data, terminal student code, residency code, etc. This information to be collected on entering freshmen as of September 1974 will provide the basis for a comprehensive system of evaluating student retention. Individual student performance will be correlated with institutional reports on the racial composition of the student body. This correlation will provide a measure of the effectiveness of compensatory programs in achieving desegregation.

The reports developed will be reviewed by the Associate Vice Chancellor and his staff and when action is indicated, written or oral communications will be directed to the president involved.

It should be noted that the detailed process proposed here demands a relatively lengthy analysis period. Part-time study, temporary cessation of formal education, and transfer to other state systems are all factors to be considered. Design of this system will require approximately six man months of effort. It will be fully operational by October 1, 1975.

VI. DISCRIMINATION WITHIN INDIVIDUAL INSTITUTIONS

Reference: Section G (Letter)
Part A, Introduction (Plan)

The Board of Regents of the University System of Georgia is sincerely committed to the elimination of all vestiges of discrimination within individual institutions. Ongoing efforts will be made in the thirty-one institutions of the System to continue to eliminate possible discrimination in such specific areas as social organizations, assignment of student teachers and clinical experience students, and off-campus housing and employment discrimination affecting students.

Effective with the Fall Quarter, 1974, the Board will require each institution through its Dean of Students or Vice President for Student Affairs to identify and eliminate any type of discrimination at the institutional level. Semiannual reports will be made to the Associate Vice Chancellor by each president concerning the status of the racial mix in social organizations, the elimination of any vestige of discrimination in assignment of off-campus housing, and employment discrimination which affects students. The Associate Vice Chancellor will be responsible for monitoring these reports and, through planned visitation by supporting members, will verify in fact that no discrimination exists in the following areas:

A. Social Organizations

Social Organizations are probably the most contraversial and far-reaching area of HEW requests, for there is a human tendency for people with common interests, objectives and aims to band together. The Vice President for Student Affairs and the Deans of Students and

their staffs of the various institutions will see to it that membership in social organizations is not restricted by matters of race, creed, or color. Indeed, it will be their responsiblities to actively encourage students of all persuasions to enter actively into the affairs of those social organizations sponsored and financed by the institutions.

B. Assignment of Student Teachers and Clinical Students

All student teachers in departments in schools of education will continue to be assigned on a racially integrated basis. Since the public schools of the State now are integrated and are used as laboratory situations for teacher training, student teachers will be assigned to racially mixed elementary and secondary classes for their student teaching experience. The same policy will apply to clinical arrangements for nursing and other allied health students. Each institution will be required to report the name of the student teacher, the school assigned or clinical assignment, and the percentage of racial mix in each student teaching assignment.

C. Off-Campus Housing

On-campus housing now is assigned on a non-descriminatory basis without regard to racial identity. Wherever off-campus housing is a necessity, the President of each institution, through his Director of Housing, will prepare and keep a list of all approved housing arrangements. Approved housing is defined as housing where landlords agree to rent without discrimination. Students desiring off-campus housing will have access to this listing and will be recommended to the off-campus units without regard to racial identity. Off-campus housing provided by an institution must be proportional in quantity to the number of students applying for such housing, and the quality and cost

of this off-campus housing must be assured so as to be of the highest quality available.

D. Student Employment

The University System's policy in connection with employment discrimination will be consistent with those of the Equal Employment Opportunity Commission (EEOC). All student employment will be subject to fair employment practices and each institution will list in the student handbook that it is an Equal Employment Opportunity institution and that students will be employed without regard to race, creed or color. Each institution will be required to keep and submit records in such form and contain such information which will enable the Associate Vice Chancellor to ascertain whether the institution has complied with these provisions. For example, institutions will provide for the task performed.

All of the above statements of policy will further provide that asserted considerations of privacy of confidentiality will not bar proper evaluations or enforcement of these policies. Compliance reports with the above listed items will be contained in semiannual submissions to HEW. These compliance submissions will be initiated in January 1975. The total implementation of this action will be achieved at the point of its initiation.

Costs attendant with the initiation of this action will be absorbed within the operating budgets of the institutions and the Regents' Office. Personnel currently available will accommodate this activity within their existing responsibilities. An attempt will be made to correlate this individual institution compliance program with existing activities related to review by the Office for Civil Rights in an attempt to minimize duplication of effort.

VII. DESEGREGATION OF FACULTY AND STAFF

Reference: Section H (Letter)
Part A, IV-D (Plan)

As detailed in Part A, section D all faculty and staff appointments represent a unique relationship between the individual employee and the specific institution. The primary responsibility for the identification and recruitment of a prospective faculty member rests with the academic department involved. However, it is recognized that certain standardized procedures are helpful in the identification and recruitment of minority persons. The Board of Regents commits the institutions of the University System to the effective and full utilization of their techniques.

Recruitment

An ongoing recruitment program has been designed to produce and increase the number of minority faculty and staff in the University System. Channels for employment of minorities in academic and staff positions include, but are not limited to, the following:

1. Advertisements in professional journals and job registries.
2. Unsolicited applications and inquiries.
3. Minority persons teaching at predominantly minority colleges and other institutions outside the University System of Georgia
4. Minorities employed in positions in industry, government, law firms, hospitals.
5. Professional minorities working at independent research institutions and libraries.

6. Professional Minorities who have received significant grants or professional recognition.
7. Minorities already working at the institution and elsewhere working in other capacities and who are qualified for elevation to or who may be promotable to vacant positions at a higher level on the faculty or staff.
8. Minority doctoral recipients who are not now using their professional training.
9. Minorities who are presently candidates for graduate degrees who show promise of high achievement.
10. Minorities attending vocational-technical schools in the employment area.
11. Campus placement offices at institutions within and without the University System.
12. Employment Rosters of the State Merit System.
13. Notices on bulletin boards where they will be seen by minorities and women.

The Board will urge the institutions to use all data obtainable on the availability of minorities and women, including Availability Data-Minorities and Women published by the Higher Education Division, Office of Civil Rights, Department of Health, Education and Welfare, and other available data that may be published by the Government. In addition, the institutions will be urged to take advantage of the resources offered through the following organizations:

Urban League
Job Corps
Equal Opportunity Programs, Inc.
Concentrated Employment Programs
Neighborhood Youth Corps.
Secondary Schools
Colleges and City Colleges with high minority enrollment

State Employment Service
Aspira of America , Inc., New York (Puerto Rico)
League of United Latin American Citizens
Service Employees Redevelopment (Mexican American)
G. I. Forum
Commonwealth of Puerto Rico
National Organization for Women
Welfare Rights Organizations
Women's Equity Action League
Talent Bank for Business and Professional Women (including 26 women's organizations)
Professional Women's Caucus
Intercollegiate Association of University Women
Negro Women's sororities service groups (Delta Sigma Theta, Alpha Kappa Alpha, and Zeta Phi Beta)
National Council of Negro Women
American Association of University Women
Young Women's Christian Association
Jewish Women's Groups
Catholic Women's Groups
Protestant Women's Group
Community leaders as individuals

In addition to using the foregoing channels for recruiting minority and female faculty and staff, the institutions will use the following specific recruiting mechanisms to assist in the University System's overall desegregation commitment:

1. Development of departmental Affirmative Action Plans (if the size of the institution warrants) in which the department will be committed, on the basis of utilization analysis, to set reasonable goals and time tables for increasing the number of minority and women employees. The department head will make annual reports to the president. A specific provision for making such reports will be included in the institutions Affirmative Action Plan.
2. Adopt an effective procedure to assure that minority and women applicants are provided the opportunity to come to the campuses of the institutions for interviews.

3. Develop a process for scanning all solicited and unsolicited applications to identify minority status of each applicant.
4. Plan for interviews of minorities and women at professional/ administrative conferences and conventions.
5. Make firm employment offers to qualified minorities and women.
6. Place strong and continuing administrative policy stress on minority and female recruitment with necessary monitoring and follow-up.
7. Through conferences and other communications methods, assist all hiring officials to become sensitive to the need for employment of minorities and females.

Applicant Clearing House

To support and enhance its recruitment program, the Board will establish at the University of Georgia a centralized clearing house of applicants for academic and staff positions throughout the University System. Applications will be received directly from inviduals, from organizations such as those listed above, and from institutions without the the University System. Institutions in the University System will deposit into the applicant clearing house copies of all applications and resumes received from all sources. The applications will be cross-referenced four ways: by alphabet, discipline, race, sex. The pool will be maintained to provide immediate information on prospective minority and women candidates for faculty and staff positions. The requirement for deposit of applications and resumes by institutions in addition to those received from other sources will be expected to expand the clearing house to the point where applicant information should be made available by computerized reports. Institutions will be required to

make reasonable effort to identify both suitable minority and majority race applicants for each faculty and staff opening. In the event suitable applicants are not so identified, the institution will be required to consult the applicant clearing house in a further effort to identify such applicants. Without altering any legitimate criteria for employment, selection decisions would be made so as to increase the desegregation of faculty and staff at each institution.

In any case, the Board of Regents will develop and maintain an effective applicant monitoring system to make the clearing house an important resource in the desegregation of faculty and staff and this effort will be emphasized in the Affirmative Action Programs.

Board Affirmative Action Plan

The Board will prepare and maintain an Affirmative Action Program for the achievement of equal employment throughout the University System. This plan will convey to the institutions the Board's policy on non-discrimination and its commitment to the accomplishment of full desegregation of faculty and staff.

The Board's Affirmative Action Plan will require each institution to prepare and maintain an Affirmative Action Plan setting forth the number of minorities and women on its faculty and staff; committing itself to make the necessary work force analysis to point up problem areas where minorities and women are underutilized; to establish goals and timetables when results of the institution's Affirmative Action efforts to achieve desegregation could reasonably be expected; to reaffirm its policy so that faculty, staff, students, and the general public, including business firms, will be made aware of it; to establish lines of responsibility for implementing the program; and to establish a system for auditing and reporting that will effectively monitor all aspects of its

Affirmative Action Plan and the degree of its effectiveness in meeting desegregation goals and timetables and its recommendations in those areas where the rate of progress has not been satisfactory. Each institution has designated an Affirmative Action Officer to direct this activity.

The Personnel/Payroll team of the University System Information System Task Force is developing a comprehensive master personnel system that is capable of meeting the operational needs of the institutions and providing an adequate system for monitoring the desegration efforts of the institutions and for reporting required personnel and pay information to the Federal Government, the State Government, and various outside agencies. The data base is exhaustive and thorough and will produce almost any informational report that may be required at any time, including Affirmative Action Reports (Analysis of employment by race, sex, etc.), the status of goals and time tables at any given time, Equal Employment Opportunity information required by EEO-06, and other reports required by various agencies of government.

Annual reports will be required of each president documenting the progress or lack of progress made by the institution as revealed by the monitoring system discussed above. Their reports will be analyzed and filed with HEW on an annual basis.

VIII. PROGRAMS TO INCREASE THE NUMBER OF BLACK FACULTY AND STAFF

Reference: Section I (Letter)
Part A, IV-D-2 (Plan)

The Board of Regents is committed to the recruitment and retention of increased numbers of black faculty and staff.

The fundamental processes directed toward the recruitment of minority employees are described in Part B, VII of this Plan.

The retention of selected faculty members will be accomplished through the continued use at all System institutions of academic leave programs for the purpose of advanced study or training. The following chart illustrating the current year utilization of the academic leave program by the senior colleges is indicative of the effort to which the Board of Regents is committed.

SENIOR COLLEGE FACULTY ON EDUCATIONAL LEAVE
1973-74

Institution	Total on leave	With Pay	Without Pay	Total Pay
Albany State College	15	10	5	$60,250
Armstrong State College	4	4	-	$14,385
Augusta College	7	2	5	$ 5,567
Columbus College	3	-	3	-
Fort Valley State College	16	14	2	$52,659
Georgia College	-	-	-	-
Georgia Southern College	4	1	3	$ 3,467
Georgia Southwestern College	6	1	5	$ 900
North Georgia College	1	-	1	-
Savannah State College	8	6	2	$36,132
Valdosta State College	7	5	2	$ 7,500
West Georgia College	7	5	2	$14,349
TOTAL				$195,209

Under a plan called the Georgia Leadership Development Program, the University of Georgia has formed a unique partnership with Albany State College, Fort Valley State College and Savannah State College with the objective of improving education opportunities for faculty members.

Effective June 1974, the three participating institutions will each send one faculty member to the University for a year of study toward doctorate degrees in education.

When their classroom work is complete, the faculty members will take graduate internships. They will return to their colleges to teach a reduced load of courses while they write their dissertations.

The ultimate objective of this plan is the development of a trend toward the increased employment of black faculty in predominantly white colleges.

IX. STATE-LEVEL MONITORING

Reference: Section J (Letter)
Part A, II-A, B, and C (Plan)

Implementation on the Plan proposed in this document will be accomplished at the administrative direction of the Chancellor of the University System acting on behalf of the Board of Regents, the only agency in Georgia constitutionally charged with responsibility for public higher education. The Assistant Vice Chancellor for Personnel, acting under the supervision of the Associate Vice Chancellor, will develop a system of monitoring the implementation of the Plan with the specific goals of: (1) determining the extent to which statewide desegregation techniques are being faithfully executed on the institutional level, and (2) determining possible deficiencies in the desegregation approaches of the Plan and acting to correct or enhance them. In addition, each college president will designate a person who will be responsible for Plan implementation at the institutional level.

Tasks proposed in this area include:

(1) assimilation of reports indicated in this Plan

(2) verification that reporting is complete

(3) analysis of implementation progress

(4) preparation of a quarterly report to the Chancellor that describes progress, problems, recommendations for changed plans

(5) preparation of semi-annual reports on all phases of implementation for submission to the OCR

The implementation monitoring process will require establishment of a schedule for each project or study in this Plan. In addition, responsibilities and target completion dates must be approved. This

schedule will be submitted to the OCR with the first semi-annual progress report. It is anticipated that a mutually acceptable monitoring mechanism between the OCR and the University System of Georgia will be completed prior to submission of the first semi-annual progress report. As an example of an implementation schedule, the tentative overall schedule follows.

IMPLEMENTATION SCHEDULE
STATE-WIDE DESEGREGATION PLAN

Task	Responsibility	Target Date Start	Target Date Complete
Designation of project/study responsibilities for Plan segments at state level	Associate Vice Chancellor	6/74	7/74
Outline progress reporting format	Assistant Vice Chancellor-Personnel	6/74	7/74
Designation of institutional coordinators for Plan Implementation	Presidents	7/74	8/74
Workshop with HEW officials, University System personnel to complete reporting system	Assistant Vice Chancellor-Personnel	9/74	9/74
Collection/Analysis/Revision of project/study progress reports and submissions to Chancellor	Assistant Vice Chancellor-Personnel	Quarterly	
Preparation of semi-annual progress reports	Assistant Vice Chancellor-Personnel	Semiannually	
Submission of reports to OCT	Chancellor	Semiannually	

The preceding example of the overall progress monitoring schedule is designed to indicate the general approach and is being more completely developed. Individual reports which will constitute portions of the overall submission will include but not be limited to:

	Description	Frequency
1.	Comparative Resource Analysis This report will describe the results of continued analysis in such areas as facilities, funding, academic programs, student aid, etc.	First Semiannual Report
2.	Revision in Schedule of Planned or Proposed Construction	Semiannual
3.	Student Enrollment Description by institution of enrollment by ethnic classification, level of instruction	Fall Quarter
4.	Faculty, Staff Composition Description by institution of faculty and staff by ethnic classification, rank, salary, other EEO requirements	Annual
5.	Student Retention Analysis of student retention based on tracking of individual students as they progress through the System	Annual
6.	Racial Mix in Social Organizations By institution, organization	Annual
7.	Impact Statements	Semiannual (as required)
8.	Role and Scope Progress reporting on implementation schedules developed in this study. May include recommendation/actions approved by Board of Regents.	Semiannual

X. UNIVERSITY SYSTEM PROJECTIONS AND GOALS

This document represents a plan for the continued desegregation of the University System of Georgia. As such it describes policies and procedures which will be adhered to by each operational element of the System.

The validity of any plan is measured best in terms of its productivity following implementation. The institutional and System projections presented in this section are provided, therefore, as benchmarks for future evaluative purposes. The proper interpretation of these projections is dependent upon a clear understanding of the basic factors related to University System growth and to the specific characteristics of each individual institution.

The approach employed by the University System in the development of these projections was to request each president to state the goals and projections for the institution under his jurisdiction. Additional objective and subjective information representative of the type important in the development of these institutional projections is presented in the supplementary information provided with this Plan. These institutional projections were designed to establish the foundation for the System Plan. The steps that will be carried out are contained in a number of places within this document, since the Plan describes steps being taken at the System level and at various institutional levels. The contribution which each step makes to the racial composition within Georgia's higher education system is affected by the contributions made by other steps. Each step interacts with other steps to bring about a desired effect. The Board of Regents regards the projections contained in this document as reasonable goals based upon all factors available for consideration.

A. General System Enrollment Considerations

Growth dynamics for the total University System play a fundamental role in the determination of changes in racial composition. There were 30,686 students enrolled in the University System institutions during the Fall Quarter of 1960. This increased to about 107,000 students by the fall of 1973. The rate of growth during the past several years has been about 12 percent per year with no clearly identifiable trend. However, the Fall Quarter of 1972 increase over the previous year was 3 percent, and the fall 1973 increase was 3 percent. This represents a substantial reduction in the rate of increase realized in preceding years which could indicate a trend toward a leveling off in enrollment. Quantifiable factors considered when projecting enrollment include population and birth rates, high school graduate statistics, and regional and national trends.

The 1970 Census of Population indicates that Georgia had an increase in population of 16.4 percent over that of 1960. The Census Bureau projucts that Georgia will continue to experience an overall population growth of about 17 percent during the seventies. About 43 percent of Georgia's total population were under 21 in 1970. This will be the basis for continued growth in the University System during the decades of the seventies and eighties. In 1970 about 26.2 percent of the total population was non-white and the 1980 projection is 24 percent.

The number of students completing high school in Georgia is catching up with the national average. For example, 56 percent of the ninth grade class of 1958-59 graduated in 1961-62. In

comparison, the 1968-69 ninth grade class graduated 62.4 percent in 1971-72. This compares to about 79 percent for the nation.

Current projections reflect the probability that the System will continue to experience enrollment growth, but at a lower rate than in the sixties.

The exact gain in higher education enrollment that Georgia will experience during the next few years is uncertain, but the trend is toward achieving national and regional averages. For example, in Georgia 26.1 percent of the college-age population were enrolled in an institution of higher education in 1965. By 1970, enrollment as a percent of college-age population was 36.7 in Georgia. This figure was 46 percent for states which are members of the Southern Regional Education Board (SREB) and 60.6 percent for the nation in 1970.

Projections of enrollment for the coming years are based on the University System realizing a growth rate somewhat below that of the last decade. Using these projections, the System will enroll about 137,000 students by 1980.

In addition to the state-wide considerations discussed in the preceding paragraphs, each institution considered several other factors when projecting their enrollment and faculty through 1980. These factors included, but were not limited to: current enrollment trends (by race), minority student retention factors, legal residence of students (Georgia, out-of-state), students residing in institution-owned housing, high school graduates (black and white) within the recruiting area, estimate of high school graduates (black and white) continuing their formal education,

demographic characteristics of commuting area, and sociological factors relating to minority recruitment.

B. Racial Composition of Enrollment

A realistic projection of System enrollment by racial composition is based on evaluation at the institutional level. The projection process must be initiated at the institution, which is the primary organizational unit that comprises the system of public higher education in Georgia. The Regents' Office staff is responsible for the evaluation of these institutional estimates in terms of System-wide factors. The modification of estimates, after consultation with the institution, is accomplished where the necessity for such modification is indicated.

Table H indicates a projection of total black enrollment of 24,005 students by 1980. This projection is based on the conviction that the percentage of black students enrolling in System institutions will be significantly greater than the overall enrollment growth. The fall 1973 black enrollment represented 11.7 percent of the total System enrollment. By Fall Quarter 1980 it is projected that black enrollment will be about 17.6 percent of total System enrollment. Stated in percentage increase terms -- black enrollment is expected to increase by 91.8 percent between 1973 and 1980 while total System enrollment is increasing by 27.5 percent.

It is assumed that part-time study will continue to represent a significant proportion in overall enrollment composition. At present 30.7 percent of the System total is considered part-time.

The percentage will most likely increase by 1980. About 27.6 percent of the black students are part-time.

C. Racial Composition of Faculties

Projections of faculty racial composition are depicted in Table I. These projections are closely related to such factors as: existing racial composition of faculties, projected enrollment growth, faculty attrition rates, and availability of qualified faculty to fill vacant positions. Black faculty members represented 6.1 percent of total full-time faculty in the fall 1973, and other minorities comprised 2.2 percent of the System faculty. Projections to 1980 indicate that the total System faculty will grow by about 6.4 percent while the number of black faculty is increasing by 85.7 percent. Realization of this projection would establish a system in which black faculty comprised 9.0 percent and other minorities 1.7 percent of the total System faculty in 1980. A breakdown by percentage within institutional levels provides the following:

% FULL-TIME FACULTY BY BLACK, OTHER MINORITY

	1973		1980	
	BLACK	OTHER	BLACK	OTHER
Universities	1.0	2.1	4.1	1.4
Senior Colleges	16.1	2.7	18.1	2.3
Junior Colleges	3.1	1.4	12.1	1.8
System	6.1	2.2	9.0	1.7

It should further be noted that the University System as well as each unit within the System has adopted an Affirmative Action Program and associated Affirmative Action Plan. The Vice Chancellor is responsible for the coordination and performance review of the

University System's equal employment policy and for the development and maintenance of an effective Affirmative Action Program in each institution of the University System.

D. Progress Monitoring

As stated previously in Section III, the Chancellor's Office which is responsible for plan development and implementation will also be responsible for the refinement and consolidation of statistical information pertaining to this document. The monitoring process will be initiated at the institutional level. Each campus will utilize its Affirmative Action Officer and other appropriate staff to prepare semi-annual progress reports toward achieving the goals outlined in this Plan. Ultimate responsibility for Plan monitoring vests in the Chancellor.

TABLE H
UNIVERSITY SYSTEM OF GEORGIA
Racial Composition of Enrollment
1973-1980 - Fall Quarter

	1973		1974		1975		1976		1977		1978		1979		1980	
	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races
UNIVERSITIES																
Georgia Institute of Technology																
Undergraduate	131	6596	190	6640	240	6695	290	6750	350	6815	410	6880	460	6935	475	6960
Graduate	37	1440	35	1435	40	1440	45	1455	50	1485	55	1490	60	1500	65	1515
Total	168	8036	225	8075	280	8135	335	8205	400	8300	465	8370	520	8435	540	8475
Southern Technical Institute																
Undergraduate	50	1828	75	1800	100	1850	130	1900	150	1920	180	1950	200	2000	200	2100
Georgia State University																
Undergraduate	1073	10623	1250	10506	1418	10641	1599	10588	1793	10523	1939	10445	2087	10555	2239	10663
Graduate	766	6718	851	7004	926	7394	1001	7988	1076	8610	1214	9262	1363	9743	1524	10244
Total	1839	17341	2101	17510	2344	18035	2600	18576	2869	19133	3153	19707	3450	20298	3763	20907
Medical College of Georgia																
Undergraduate	82	994	156	1384	[illegible]	1390	244	1395	268	1400	285	1420	297	1440	305	1450
Graduate	60	926	70	1052	[illegible]	1109	99	1230	106	1277	130	1407	141	1450	150	1478
Total	142	1920	226	2436	[illegible]	2499	343	2625	374	2677	415	2827	438	2890	455	2928
University of Georgia																
Undergraduate	415	15658	400	14825	450	15050	500	15175	550	15350	600	15500	650	15675	700	15800
Graduate	131	4677	100	5000	125	4900	150	4900	175	4950	200	4950	225	4950	250	5050
Total	546	20335	500	19825	575	19950	650	20075	725	20300	800	20450	875	20625	950	20850
University Level Totals																
Undergraduate	1751	35699	2071	35155	2428	35626	2763	35808	3111	36008	3414	36195	3694	36605	3919	36973
Graduate	994	13761	1056	14491	1170	14843	1295	15573	1407	16322	1599	17109	1789	17643	1989	18287
Total	2745	49460	3127	49646	3598	50469	4058	51381	4518	52330	5013	53304	5483	54248	5908	55260
SENIOR COLLEGES																
Albany State College																
Undergraduate	1695	1733	2000	2200	1950	2200	1800	2200	1800	2250	1900	2275	1885	2275	1885	2275
Armstrong State College																
Undergraduate	182	2766	221	2876	266	2991	314	3111	366	3235	421	3364	479	3499	546	3639
Graduate	110	211	114	228	118	246	122	265	127	288	128	300	129	312	130	324
Total	292	2977	335	3104	384	3237	436	3376	493	3523	549	3664	608	3811	676	3963
Augusta College																
Undergraduate	263	3274	314	3406	369	3538	423	3672	479	3814	533	3957	587	4110	642	4270
Graduate	15	208	16	217	21	230	27	247	31	262	37	282	41	299	46	315
Total	278	3482	330	3623	390	3768	450	3919	510	4076	570	4239	628	4409	688	4585
Columbus College																
Undergraduate	540	4629	650	5059	935	5950	1237	6663	1437	7351	1649	7967	1918	8416	2165	8661
Graduate	24	225	104	810	133	846	191	1031	226	1158	253	1223	290	1270	324	1296
Total	564	4854	754	5869	1068	6796	1428	7694	1663	8509	1902	9190	2208	9686	2489	9957

Racial Composition of Enrollment
Continued (TABLE E)

	1973		1974		1975		1976		1977		1978		1979		1980	
	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races
Fort Valley State College																
Undergraduate	1625	1660	1628	1662	2003	2065	1993	2095	1990	2132	1980	2162	2070	2292	2060	2322
Graduate	158	169	163	174	180	212	190	232	193	245	203	265	213	285	223	305
Total	1783	1829	1791	1836	2183	2277	2183	2327	2183	2377	2183	2427	2283	2577	2283	2627
Georgia College																
Undergraduate	313	2462	350	2440	425	2600	520	2660	640	2860	785	3010	970	3050	1075	3110
Graduate	37	378	40	450	55	500	80	565	110	640	150	735	200	850	275	990
Total	350	2840	390	2890	480	3100	600	3225	750	3500	935	3745	1170	3900	1350	4100
Georgia Southern College																
Undergraduate	121	4863	122	4863	134	4850	151	4850	164	4843	189	4950	219	5050	249	5100
Graduate	71	1058	110	1058	126	1100	144	1150	171	1207	197	1250	228	1300	253	1350
Total	192	5921	232	5921	260	5950	295	6000	335	6050	386	6200	447	6350	502	6450
Georgia Southwestern College																
Undergraduate	190	2032	229	2000	250	2050	273	2100	295	2150	319	2200	342	2300	366	2400
Graduate	51	401	55	600	55	600	60	600	60	600	60	600	65	600	65	600
Total	241	2433	284	2600	305	2650	333	2700	355	2750	379	2800	407	2900	431	3000
North Georgia College																
Undergraduate	40	1397	42	1300	49	1325	56	1350	63	1375	70	1400	78	1425	90	1450
Savannah State College																
Undergraduate	1866	2046	1866	2046	1902	2116	1942	2188	1986	2258	2006	2308	2026	2353	2046	2387
Graduate	220	422	220	422	225	429	270	524	285	564	314	622	345	670	380	722
Total	2086	2468	2086	2468	2127	2545	2212	2712	2271	2822	2320	2930	2371	3023	2426	3109
Valdosta State College																
Undergraduate	255	3530	290	3645	340	3750	350	3860	374	3970	394	4080	412	4150	425	4200
Graduate	134	875	212	905	224	950	250	1000	262	1050	278	1100	296	1190	318	1300
Total	389	4405	502	4550	564	4700	600	4860	636	5020	672	5180	708	5340	743	5500
West Georgia College																
Undergraduate	275	4097	200	3700	183	3600	224	3650	218	3750	304	3800	349	3950	395	4100
Graduate	93	1104	131	1200	145	1300	185	1350	196	1350	216	1400	226	1450	266	1500
Total	368	5201	331	4900	328	4900	409	5000	414	5100	520	5200	575	5400	661	5600
Senior College Totals																
Undergraduate	7365	34489	7912	35197	8806	37035	9283	38399	9812	39988	10550	41473	11335	42870	11944	43914
Graduate	913	5051	1165	6064	1282	6413	1519	6964	1661	7364	1836	7777	2033	8226	2280	8702
Total	8278	39540	9077	41261	10088	43448	10802	45363	11473	47352	12386	49250	13368	51096	14224	52616

Racial Composition of Enrollment
Continued (TABLE E)

	1973		1974		1975		1976		1977		1978		1979		1980	
	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races	Black	All Races
JUNIOR COLLEGES																
Abraham Baldwin Agric. College	124	2074	168	2100	200	2200	250	2300	300	2500	390	2600	495	2750	580	2900
Albany Junior College	211	1509	256	1601	305	1694	358	1791	416	1893	477	2030	528	2114	592	2232
Bainbridge Junior College	29	193	67	335	85	385	94	425	102	465	113	515	119	540	125	570
Brunswick Junior College	189	1063	173	1050	195	1150	206	1175	225	1250	241	1300	257	1350	273	1400
Clayton Junior College	115	2604	145	3000	178	3400	216	3800	278	4200	348	4600	427	5000	512	5400
Dalton Junior College	44	1141	48	1200	50	1250	52	1300	67	1350	70	1400	72	1450	75	1500
Emanuel County Junior College	29	159	45	250	60	350	85	450	105	520	120	590	150	650	170	700
Floyd Junior College	102	1040	108	1082	113	1125	117	1170	122	1217	127	1266	132	1317	137	1370
Gainesville Junior College	48	1036	50	1050	50	1050	55	1075	55	1075	60	1100	65	1125	70	1150
Gordon Junior College	89	688	94	750	104	800	119	850	126	900	140	1000	154	1100	180	1200
Kennesaw Junior College	134	2000	66	2193	71	2368	77	2557	83	2762	89	2983	97	3222	104	3480
Macon Junior College	144	1908	205	2150	241	2360	280	2600	340	2950	385	3200	433	3450	483	3700
Middle Georgia College	61	1725	82	1690	105	1690	133	1710	166	1745	208	1790	259	1850	322	1925
South Georgia College	200	1212	182	1400	203	1450	175	1350	192	1375	210	1400	247	1450	300	1500
Total	1519	18352	1689	19851	1960	21272	2217	22553	2577	24202	2978	25774	3435	27368	3923	29027
System Totals																
Undergraduate	10635	88540	11672	90203	13194	93933	14263	96760	15500	100198	16942	103442	18464	106843	19886	109914
Graduate	1907	18812	2221	20555	2452	21256	2814	22537	3068	23686	3435	24886	3822	25869	4269	26989
Grand Total	12542	107352	13893	110758	15646	115189	17077	119297	18568	123884	20377	128328	22286	132712	24055	136903

TABLE I

UNIVERSITY SYSTEM OF GEORGIA
Racial Composition of Faculty
1973-1980

	1972-73 (Actual)		1974		1975		1976		1977		1978		1979		1980	
	Black	Total	Black	Total	Black	Total	Black	Total	Black	Total	Black	Total	Black	Total	Black	Total
UNIVERSITIES																
Georgia Institute of Technology	5	529	8	539	10	547	12	556	14	563	16	573	18	585	21	590
Southern Technical Institute	1	78	0	77	0	78	1	79	1	80	2	81	2	82	3	83
Georgia State University	11	670	13	684	16	691	20	705	24	719	30	733	36	748	43	763
Medical College of Georgia	5	466	8	534	11	584	15	629	20	665	25	701	30	748	35	793
University of Georgia	81	3009	85	3030	90	3069	100	3088	106	3113	111	3126	116	3153	121	3179
Subtotal	103	4752	114	4864	127	4969	148	5057	165	5140	184	5214	202	5316	223	5408
SENIOR COLLEGES																
Albany State College	84	125	75	115	70	120	70	120	73	125	74	128	75	130	75	130
Armstrong State College	5	119	7	124	10	130	13	136	16	142	19	148	22	155	24	160
Augusta College	3	126	4	135	6	141	9	146	11	152	13	158	15	163	17	172
Columbus College	4	177	5	226	11	270	15	306	22	369	28	399	38	420	43	432
Fort Valley State College	104	143	104	143	105	145	107	149	108	152	114	161	116	164	116	173
Georgia College	2	119	4	123	6	130	8	137	10	144	13	153	15	160	18	163
Georgia Southern College	6	313	8	318	9	321	11	323	12	324	14	328	17	333	21	338
Georgia Southwestern College	2	129	2	136	3	139	4	142	4	145	5	147	6	152	6	157
North Georgia College	1	77	1	77	2	79	3	81	4	83	5	85	5	86	5	86
Savannah State College	91	137	93	141	97	146	98	148	98	148	100	150	100	151	101	152
Valdosta State College	3	221	7	232	11	237	13	245	15	253	17	261	17	269	18	277
West Georgia College	5	281	6	274	7	274	8	276	9	278	10	281	12	284	14	288
Subtotal	310	1967	316	2044	337	2132	359	2209	382	2315	412	2399	438	2467	458	2528
JUNIOR COLLEGES																
Abraham Baldwin Agric. College	3	117	4	117	6	121	8	125	12	133	16	137	19	143	23	149
Albany Junior College	6	80	8	85	10	90	11	95	13	101	16	108	19	112	22	118
Bainbridge Junior College	0	24	0	24	1	25	1	26	2	28	2	28	3	29	4	30
Brunswick Junior College	3	55	4	57	6	59	8	62	9	63	10	65	11	67	12	69
Clayton Junior College	3	83	5	91	7	101	9	111	11	121	13	130	15	140	17	149
Dalton Junior College	1	50	1	53	1	56	2	58	2	60	2	62	3	64	3	66
Emanuel County Junior College	1	14	1	20	2	22	2	23	2	25	3	27	3	28	3	30
Floyd Junior College	1	42	2	44	2	46	3	48	3	50	4	52	4	54	5	56
Gainesville Junior College	0	48	1	48	2	48	2	49	2	49	3	50	3	51	4	52
Gordon Junior College	2	30	2	33	3	36	3	38	4	40	4	42	5	44	5	46
Kennesaw Junior College	1	68	2	74	3	81	3	86	3	93	3	98	4	105	4	113
Macon Junior College	3	53	4	60	6	67	8	76	10	85	13	92	15	99	17	106
Middle Georgia College	1	80	1	81	2	82	4	83	5	82	7	83	8	85	10	87
South Georgia College	2	64	4	54	5	54	5	52	5	53	6	54	6	55	7	55
Subtotal	27	808	39	841	56	888	69	932	83	983	102	1028	118	1076	136	1126
SYSTEM TOTALS	440	7527	469	7749	520	7989	576	8198	630	8438	698	8641	758	8859	817	9062